

For Reference

---

NOT TO BE TAKEN FROM THIS ROOM



For Reference

---

NOT TO BE TAKEN FROM THIS ROOM

Ex LIBRIS  
UNIVERSITATIS  
ALBERTAENSIS





Digitized by the Internet Archive  
in 2019 with funding from  
University of Alberta Libraries

<https://archive.org/details/Uhlman1966>











1768173  
# 180

THE UNIVERSITY OF ALBERTA

AN ANALYSIS OF THE EXPECTATIONS OF SCHOOL BOARD MEMBERS FOR THE  
ROLE OF SUPERVISING PRINCIPAL IN NOVA SCOTIA

by

CHARLES CLARENCE UHLMAN

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES  
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE  
OF MASTER OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

EDMONTON, ALBERTA

OCTOBER, 1966





## ABSTRACT

The basic purpose of this study was to examine the expectations which municipal school board members in Nova Scotia hold for the supervising principal's role. A secondary purpose was to compare the board members' expectations with those of the principals themselves.

The questionnaire, which was distributed to all municipal school board members and fifty supervising principals in Nova Scotia, dealt with thirty-seven tasks in seven administrative areas. These areas were: Instructional Leadership, Selection and Management of Staff, Management of Pupil Personnel, Provision and Maintenance of School Facilities, School Finance, Administrative Organization and Structure, and Public Relations.

Respondents were asked to indicate one of four possible roles which they expected the supervising principal to perform in regard to the thirty-seven tasks. These four roles were: independent action, action under board direction, action in an advisory capacity, and no responsibility for the task. In addition, they were asked to rank the seven areas in the order of importance which they considered them as functions of the principal.

In order to compare the responses of the board members, the total respondent group was divided into the paired groups of: chairmen and members, elected and appointed, experienced and inexperienced, and professional-managerial and all-others.

The findings of the study showed that school board members attached





UNIVERSITY OF ALBERTA  
FACULTY OF GRADUATE STUDIES

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "An Analysis of the Expectations of School Board Members for the Role of Supervising Principal in Nova Scotia," submitted by Charles Clarence Uhlman in partial fulfilment of the requirements for the degree of Master of Education.





## ABSTRACT

The basic purpose of this study was to examine the expectations which municipal school board members in Nova Scotia hold for the supervising principal's role. A secondary purpose was to compare the board members' expectations with those of the principals themselves.

The questionnaire, which was distributed to all municipal school board members and fifty supervising principals in Nova Scotia, dealt with thirty-seven tasks in seven administrative areas. These areas were: Instructional Leadership, Selection and Management of Staff, Management of Pupil Personnel, Provision and Maintenance of School Facilities, School Finance, Administrative Organization and Structure, and Public Relations.

Respondents were asked to indicate one of four possible roles which they expected the supervising principal to perform in regard to the thirty-seven tasks. These four roles were: independent action, action under board direction, action in an advisory capacity, and no responsibility for the task. In addition, they were asked to rank the seven areas in the order of importance which they considered them as functions of the principal.

In order to compare the responses of the board members, the total respondent group was divided into the paired groups of: chairmen and members, elected and appointed, experienced and inexperienced, and professional-managerial and all-others.

The findings of the study showed that school board members attached





the greatest significance to the principal's role of instructional leader and expected him to perform those tasks related to this area independently of board direction. On most tasks not directly related to the instructional programme board members preferred a role of no responsibility while the principals wanted to serve in an advisory capacity. School board members expected the supervising principal to perform under their direction when employing and directing professional staff, however, they felt that the principal should have no responsibility for employing and directing the work of non-professional staff. Principals, on the other hand, felt that their role for this task should be one of advisor.

For those tasks in Pupil Personnel which were directly related to classroom operation, board members preferred that principals exercise independent action, but when dealing with general pupil policy they favored the roles of advisor or no responsibility while the principals thought that they should act as advisors. Board members expressed the opinion that tasks related to planning, construction, and maintenance of the schools should not be the responsibility of the principal. Most board members felt that the principal should have little responsibility for tasks related to school finance. Both groups felt that the tasks of developing and maintaining good public relations should be performed by the supervising principal independently of board direction.

The order of importance of the seven administrative functions as shown by the school board members were: (1) Instructional Leadership, (2) Selection and Management of Staff Personnel, (3) Management of Pupil Personnel, (4) Administrative Organization and Structure, (5.5 Provision and Maintenance of School Facilities, (5.5) Public Relations, (7) School



Finance.

Supervising principals' rankings of the seven administrative areas in order of importance as functions of the principal were:

(1) Instructional Leadership, (2) Selection and Management of Staff, (3) Management of Pupil Personnel, (4.5) Administrative Organization and Structure, (4.5) Public Relations, (6) Provision and Maintenance of School Facilities, and (7) School Finance.





## ACKNOWLEDGEMENTS

The writer wishes to express his appreciation for the valuable assistance and direction given throughout the preparation of the thesis by Dr. H. T. Sparby, chairman of the thesis committee, and to thank Dr. E. Miklos for his suggestions and constructive criticisms.

Sincere appreciation is also extended to the municipal school board members and supervising principals in Nova Scotia who took time to complete the questionnaires which were sent to them. A special thanks goes to Mr. J. Carlson, of the Division of Educational Research Services, who assisted with the statistical analysis of the data.

The writer owes a debt of gratitude to his wife for her patient understanding and assistance throughout the preparation of the thesis.



## TABLE OF CONTENTS

CHAPTER		PAGE
I.	THE PROBLEM AND DEFINITION OF TERMS USED . . . . .	1
	Introduction . . . . .	1
	The Problem . . . . .	4
	The Purpose of the Study . . . . .	4
	Statement of Sub-Problems . . . . .	5
	Delimitations . . . . .	5
	Limitations of the Study . . . . .	6
	Definition of Terms . . . . .	6
	Need for the Study . . . . .	7
	Assumptions . . . . .	8
	Organization of the Thesis . . . . .	8
	References for Chapter I . . . . .	10
II.	THEORETICAL FRAMEWORK AND RELATED RESEARCH . . . . .	11
	Role Theory . . . . .	11
	The Nomothetic Dimension . . . . .	12
	The Idiographic Dimension . . . . .	15
	The Interaction of Dimensions . . . . .	17
	Expectations for the Role of Supervising Principal . . . .	18
	Related Research . . . . .	18
	Board-Administrator Relationships . . . . .	18
	Role Expectations of the School Board for the Adminis- trator . . . . .	20





CHAPTER	PAGE
References for Chapter II . . . . .	25
III. INSTRUMENTATION AND METHODOLOGY . . . . .	27
The Instrument . . . . .	27
Validation of the Questionnaire . . . . .	28
The Sample . . . . .	29
Data Collection . . . . .	32
Treatment of the Data . . . . .	33
References for Chapter III . . . . .	35
IV. ANALYSIS OF DATA FOR SCHOOL BOARD MEMBERS . . . . .	36
Instructional Leadership . . . . .	36
Improving Instruction . . . . .	36
Organizing Teacher Study Groups . . . . .	38
Evaluating and Reporting . . . . .	38
Encouraging Teachers to Improve Qualifications . . . . .	41
Planning the Programme of Instruction . . . . .	41
Summary . . . . .	41
Selection and Management of Staff Personnel . . . . .	44
Selecting and Placing Teachers . . . . .	44
Selecting and Placing Vice-Principals . . . . .	46
Selecting and Directing the Work of Professional . . . . .	
Assistants . . . . .	48
Employing Non-Professional Staff . . . . .	48
Keeping Personnel Records of Teaching and Non-Teaching . . . . .	
Staff . . . . .	51



## CHAPTER

## PAGE

Promoting the General Welfare of Staff . . . . .	51
Summary . . . . .	51
Pupil Personnel . . . . .	54
Planning and Organizing for Feeder School Pupils . . . .	55
Developing Procedures for Estimating How Well Pupils Are Doing . . . . .	55
Organizing Pupil Transportation Services . . . . .	55
Planning for Recreational Facilities . . . . .	59
Providing Students with Job and Educational Information .	59
Keeping Pupil Personnel Records . . . . .	59
Providing for the Safety of the Pupils . . . . .	59
Dealing with Suspension and Expulsion . . . . .	64
Summary . . . . .	64
Provision and Maintenance of School Facilities . . . . .	66
Estimating Building Needs . . . . .	66
Selecting Suitable School Sites . . . . .	68
Preliminary Planning for Educational Needs . . . . .	68
Developing Efficient Programme of Plant Operation . . . .	68
Developing Efficient Programme of Plant Maintenance . . .	72
Formulation of Policy Regarding Public Use of School Facilities . . . . .	72
Handling Requests of Teachers . . . . .	75
Summary . . . . .	75
School Finance . . . . .	77





CHAPTER	PAGE
Budgeting for School Operations . . . . .	77
Preparing Specifications for the Purchase of Supplies . .	79
Summary . . . . .	79
Administrative Organization and Structure . . . . .	81
Developing Long-Range Plans . . . . .	81
Planning and Organizing Centralizations . . . . .	81
Planning the Administrative Organization . . . . .	84
Organizing Local Planning Groups or Committees . . . . .	86
Summary . . . . .	86
Public Relations . . . . .	88
Explaining to the Public What We Are Trying to do in the	
Schools . . . . .	88
Interpreting School Board Policy to the Public . . . . .	88
Interpreting Provincial Acts and Regulations . . . . .	91
Giving Active Support to Community Efforts . . . . .	91
Maintaining Good Relations with the Local Press . . . . .	91
Summary . . . . .	91
Relative Importance of the Administrative Areas . . . . .	95
Rankings Assigned to the Administrative Areas by	
School Board Members . . . . .	96
Summary . . . . .	99
References for Chapter IV . . . . .	101
V. COMPARISON OF EXPECTATIONS OF SCHOOL BOARD MEMBERS AND	
SUPERVISING PRINCIPALS . . . . .	102



CHAPTER	PAGE
Instructional Leadership . . . . .	103
Selection and Management of Staff Personnel . . . . .	106
Management of Pupil Personnel . . . . .	109
Provision and Maintenance of School Facilities . . . . .	113
School Finance . . . . .	117
Administrative Organization and Structure . . . . .	117
Public Relations . . . . .	123
Summary of the Comparison of the Expectations of School Board Members and Principals for the Role of Supervising Principal . . . . .	126
Comparison of Ranks Assigned to the Areas by Board Members and Principals . . . . .	129
Summary . . . . .	131
References for Chapter V . . . . .	133
VI. SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH . . . . .	134
Summary of the Problem, Instrumentation and Methodology .	134
Purposes . . . . .	134
Sub-Problems . . . . .	134
Sample . . . . .	135
Instrumentation . . . . .	135
Related Literature . . . . .	135
Collection of Data . . . . .	136
Statistical Treatment . . . . .	136
Summary of Findings . . . . .	137





## CHAPTER

## PAGE

Findings Related to Expectations of School Board Members .	137
Tasks on Which Significant Differences were Found . . . .	139
Comparison of School Board and Principals' Expectations .	141
Rankings Assigned to the Administrative Areas by	
School Board Members . . . . .	142
Comparison of Rankings Assigned to Areas by Principals	
and Board Members . . . . .	143
Conclusions . . . . .	144
Recommendations . . . . .	146
Suggestions for Further Research . . . . .	146
References for Chapter VI . . . . .	147a
BIBLIOGRAPHY . . . . .	148
APPENDIX A: Copy of the Questionnaire . . . . .	152
B: Copy of Letter to Dr. H. P. Moffatt . . . . .	158
C: Copy of Letter from Dr. Moffatt . . . . .	159
D: Copy of the Letter Accompanying Board Members'	
Questionnaire . . . . .	160
E: Copy of Follow-Up Letter to Board Members . . . . .	161
F: Copy of Letter Accompanying Principals' Questionnaire.	162
G: Ranks Assigned to Each Administrative Area by	
Responding Groups . . . . .	163



## LIST OF TABLES

TABLE		PAGE
I.	Distribution of School Board Members by Board Experience . .	30
II.	Distribution of School Board Members by Board Status . . . .	30
III.	Distribution of School Board Members by Occupational Classification . . . . .	31
IV.	Comparison of Replies for the Task of Improving Instruction Through Visiting Classrooms and Conferring with Teachers .	37
V.	Comparison of Replies for the Task of Organizing Teacher Study Groups, Projects, Conferences, Etc., Aimed at Improving the Quality of Instruction . . . . .	39
VI.	Comparison of Replies for the Task of Evaluating the Work of Teachers and Reporting Regularly to the Board . . . . .	40
VII.	Comparison of Replies for the Task of Encouraging Teachers to Improve Their Qualifications by Attending Summer School, Taking Night Classes, Etc. . . . .	42
VIII.	Comparison of Replies for the Task of Planning the Programme of Instruction to be Offered by the Schools . . . . .	43
IX.	Comparison of Replies for the Task of Selecting and Placing Teachers . . . . .	45
X.	Comparison of Replies for the Task of Selecting and Placing Vice-Principals . . . . .	47
XI.	Comparison of Replies for the Task of Selecting and Direct- ing the Work of Suitable Professional Assistants (Guidance Counselors, Reading Consultants, Etc.).. . . .	49



## TABLE

## PAGE

XII.	Comparison of Replies for the Task of Employing Non-Professional Staff (Bus-Drivers, Caretakers, Repairmen, Stenographers, Etc.) . . . . .	50
XIII.	Comparison of Replies for the Task of Keeping Personnel Records of Teaching and Non-Teaching Staff (Qualifications, Experience, Special Abilities) . . . . .	52
XIV.	Comparison of Replies for the Task of Promoting the General Welfare of the Staff (Working Conditions, Teaching Load, Etc.) . . . . .	53
XV.	Comparison of Replies for the Task of Planning and Organizing for Feeder Schools (Admission Procedures, Testing, Etc.) . . . . .	56
XVI.	Comparison of Replies for the Task of Developing Procedures for Estimating How Well Pupils Are Doing in Their School Work . . . . .	57
XVII.	Comparison of Replies for the Task of Organizing Pupil Transportation . . . . .	58
XVIII.	Comparison of Replies for the Task of Planning for Provision of Adequate Recreational Facilities . . . . .	60
XIX.	Comparison of Replies for the Task of Providing Students With Information About Future Job and Educational Opportunities . . . . .	61
XX.	Comparison of Replies for the Task of Keeping Pupil Personnel Records (Census, Promotion Results, Special Problems . . . . .	62





## TABLE

## PAGE

XXI.	Comparison of Replies for the Task of Providing for the Safety of Pupils . . . . .	63
XXII.	Comparison of Replies for the Task of Dealing with Cases of Suspension, Expulsion, Irregular Attendance and other Special Problems . . . . .	65
XXIII.	Comparison of Replies for the Task of Estimating the Building Needs of the School District . . . . .	67
XXIV.	Comparison of Replies for the Task of Selecting Suitable School Sites . . . . .	69
XXV.	Comparison of Replies for the Task of Making Certain in Preliminary Planning that There is Adequate Provision for Educational Needs . . . . .	70
XXVI.	Comparison of Replies for the Task of Developing an Efficient Programme of Plant Operation . . . . .	71
XXVII.	Comparison of Replies for the Task of Developing an Efficient Programme of Plant Maintenance . . . . .	73
XXVIII.	Comparison of Replies for the Task of Providing the Board With Information for the Formulation of Policy Govern- ing the Use of School Facilities by the Public . . . . .	74
XXIX.	Comparison of Replies for the Task of Handling the Requests of Teachers for Materials and Equipment . . . . .	76
XXX.	Comparison of Replies for the Task of Budgeting for School Operations . . . . .	78
XXXI.	Comparison of Replies for the Task of Preparing Specifica- tions for the Purchase of Supplies and Equipment . . . . .	80



## TABLE

## PAGE

XXXII.	Comparison of Replies for the Task of Developing Long-Range Plans for the Orderly Growth and Improvement of the School System . . . . .	82
XXXIII.	Comparison of Replies for the Task of Planning and Organizing School Centralizations . . . . .	83
XXXIV.	Comparison of Replies for the Task of Planning the Administrative Organization within the School System .	85
XXXV.	Comparison of Replies for the Task of Organizing of Local Groups or Committees for Participation in Educational Planning and Activities . . . . .	87
XXXVI.	Comparison of Replies for the Task of Explaining to the Public What We Are Trying To Do in the Schools . . . .	89
XXXVII.	Comparison of Replies for the Task of Interpreting School Board Policy to the Public . . . . .	90
XXXVIII.	Comparison of Replies for the Task of Interpreting Provincial Acts and Regulations to the Board and Public (Grant Regulations, Etc.) . . . . .	92
XXXIX.	Comparison of Replies for the Task of Giving Active Support to Worthy Community Efforts . . . . .	93
XL.	Comparison of Replies for the Task of Maintaining Good Relations with the Local Press . . . . .	94
XLI.	Median Ranks for the Respondent Groups on the Seven Administrative Areas . . . . .	97





## TABLE

## PAGE

XLII.	Ranks Assigned to the Seven Administrative Areas by the Respondent Groups After Test for Significant Differences Had Been Applied . . . . .	98
XLIII.	Frequencies of Responses of 40 Principals and 105 Board Members to Five Tasks in the Administrative Area of Instructional Leadership . . . . .	104
XLIV.	Percentages of Responses of 40 Principals and 105 Board Members to Five Tasks in the Administrative Area of Instructional Leadership . . . . .	105
XLV.	Frequencies of Responses of 40 Principals and 105 Board Members to Six Tasks in the Administrative Area of Selection of Staff . . . . .	107
XLVI.	Percentages of Responses of 40 Principals and 105 Board Members to Six Tasks in the Administrative Area of Selection of Staff . . . . .	108
XLVII.	Frequencies of Responses of 40 Principals and 105 Board Members to Eight Tasks in the Administrative Area of Pupil Personnel . . . . .	110
XLVIII.	Percentages of Responses of 40 Principals and 105 Board Members to Eight Tasks in the Administrative Area of Pupil Personnel . . . . .	111
XLIX.	Frequencies of Responses of 40 Principals and 105 Board Members to Seven Tasks in the Administrative Area of Provision and Maintenance of School Facilities . . . . .	115



## TABLE

## PAGE

L.	Percentages of Responses of 40 Principals and 105 Board Members to Seven Tasks in the Administrative Area of Provision and Maintenance of School Facilities . . . . .	116
LI.	Frequencies of Responses of 40 Principals and 105 Board Members to Two Tasks in the Administrative Area of School Finance . . . . .	118
LII.	Percentages of Responses of 40 Principals and 105 Board Members to Two Tasks in the Administrative Area of School Finance . . . . .	119
LIII.	Frequencies of Responses of 40 Principals and 105 Board Members to Four Tasks in the Administrative Area of Administrative Organization and Structure . . . . .	120
LIV.	Percentages of Responses of 40 Principals and 105 Board Members to Four Tasks in the Administrative Area of Administrative Organization and Structure . . . . .	121
LV.	Frequencies of Responses of 40 Principals and 105 Board Members to Five Tasks in the Administrative Area of Public Relations . . . . .	124
LVI.	Percentages of Responses of 40 Principals and 105 Board Members to Five Tasks in the Administrative Area of Public Relations . . . . .	125
LVII.	Comparison of the Rank Medians for School Board Members and Supervising Principals on the Seven Administrative Areas .	130



## TABLE

LVIII.	Comparison of Ranks Assigned to the Seven Administrative Areas by School Board Members and Supervising Principals After Application of Test for Significant Differences . . . . .	130
LIX.	Administrative Areas Ranked in Order of Importance by Total Respondents . . . . .	163
LX.	Administrative Areas Ranked in Order of Importance by Supervising Principals . . . . .	164
LXI.	Administrative Areas Ranked in Order of Importance by Board Chairmen . . . . .	165
LXII.	Administrative Areas Ranked in Order of Importance by Board Members . . . . .	166
LXIII.	Administrative Areas Ranked in Order of Importance by Elected Members . . . . .	167
LXIV.	Administrative Areas Ranked in Order of Importance by Appointed Members . . . . .	168
LXV.	Administrative Areas Ranked in Order of Importance by Experienced Members . . . . .	169
LXVI.	Administrative Areas Ranked in Order of Importance by Inexperienced Members . . . . .	170
LXVII.	Administrative Areas Ranked in Order of Importance by the Professional-Managerial Category . . . . .	171
LXVIII.	Administrative Areas Ranked in Order of Importance by the All-Others Category . . . . .	172





## LIST OF FIGURES

FIGURE	PAGE
I. General Model Showing the Nomothetic and Idiographic Dimensions of Behavior . . . . .	12
II. The Administrator and Some of His Major Reference Groups . .	15
III. The Interplay Between Role and Personality in a Behavioral Act . . . . .	17



## CHAPTER I

### THE PROBLEM AND DEFINITION OF TERMS USED

#### I. INTRODUCTION

Prior to 1946 little had been done towards the centralization of high school services in rural Nova Scotia. High school education was still being offered in one or two room schools, with those students who could manage financially attending the urban high schools. In 1946 the province announced a plan for rural and regional high schools under which it agreed to contribute the total capital cost for high school pupils, Grades VII to XII, in rural and village school sections. This plan represented a forward step in high school education in rural Nova Scotia. It called for the consolidation of high school services, over a number of years, into 75 rural and urban high school areas which would provide high school education for the rural children throughout the province.

Although centralization took place slowly at first, it soon gained momentum and by 1960 the majority of high school services in the province had been centralized. The remaining areas centralized high school services during the next five years, and at the present time, there is almost complete centralization of high school services.

As centralization of high school services took place, the role of the principal changed greatly. No longer was the principal of the school to be classed as the head teacher. No longer was he to be merely a



member of the staff who in addition to his teaching took on the responsibilities of record keeping, organizing school activities, and generally looking after school problems. He was to take on an entirely new role, a role as educational leader within his school. Sparby, writing in The Alberta School Principal of 1961, gives a good account of the changing concept of the principal. He writes:

There is emerging a new concept of the principal as educational leader of his school and community which it serves. It is a much broader concept than that of head teacher. It requires the principal to interest himself in matters affecting not only the operational efficiency of his school, but also its effectiveness in terms of educational services which it provides. (4, p. 11)

Reeves, writing in the same publication, describes the changing concept of the principal in the following paragraph.

A broader concept of the principalship is emerging, one that places the principal in a relationship to the school as a whole as the teacher is to the classroom, as the superintendent is to the division or county--one that requires him to be an educational leader in his own school. (3, p. 2)

This emerging concept led to the appointment in 1958 of a five-man committee to study the general area of supervision of public schools in Nova Scotia. At the same time the position of supervising principal was introduced into the administrative structure of the province. This was to be a supervisory oriented position in which the principal was to become educational leader of his school system. The committee recommended a list of duties of a supervising principal to the Department of Education, and in 1961 these recommendations were introduced almost entirely into the School Act of the province of Nova Scotia. The committee's recommendations for the principal were:





1. To be responsible to his employing board, and through it to the Inspector of Schools in the division, for the supervision and administration of the school system.
2. To be advisor to his employing school board on all matters pertaining to the school system.
3. To be responsible for initiating, developing, and evaluating an educational program within the school system.
4. To be responsible where applicable for the delegation of any necessary authority to his assistant(s), supervisor(s) of curriculum, and principal(s).
5. To be responsible for the organization of supervision in the system, including classroom visitations, teacher consultations, in-service training, a complete testing program and a promotional program.
6. To be responsible for maintaining and filing a complete record system for each pupil.
7. To be responsible for recommending the employment, retention or dismissal of teachers in his school system.
8. To be responsible for liaison between the educators, the school board, and the public.
9. To be responsible for submitting written reports to the school board and the Inspector of Schools in the division.
10. To be responsible for recommending the purchase of classroom supplies and equipment for all schools in the system.
11. To be responsible for advising the school board on matters of maintenance, including janitorial services.
12. When and as directed by the employing board, on the advice of the Inspector of Schools for the division, the superintendent, supervisor of schools or supervising principal of a regional, rural or district high school shall be responsible for the in-service training program and the supervising of the educational program in the "feeder" schools. (2, pp. 36-37)

These recommendations give evidence that the Department of Education was conscious that a new concept of the principalship was emerging in Nova Scotia. As further evidence, a four-year block program for Nova Scotia school administrators was started in Nova Scotia at the summer



school. This program was to consist of a series of preparatory courses for school administrators, with a major emphasis on supervisory courses.

One of the major alter groups of the supervising principal is the school board, and his administrative behavior is greatly influenced by their expectations. If this group has not accepted the new role of the principal, which centralization has brought about, then there are bound to be conflicts between the principal and the school board as to the role which the principal is actually to perform. In one instance the principal is guided by the duties put forth in the School Act and at the same time his behavior is influenced by the expectations of the board. When this occurs the principal is thwarted in his attempts to perform his newly-defined role. Thus the principal, in order to perform his newly-defined role, must adjust to the expectations of the school board and to reconcile in his mind the expectations of the Department of Education with those of his board.

## II. THE PROBLEM

### The Purpose of the Study

The basic purpose of this study was to determine what municipal school board members in Nova Scotia expected their supervising principals to do. The study examined the expectations of board members for their supervising principals in the administrative areas of Instructional Leadership, Selection and Management of Staff Personnel, Management of Pupil Personnel, Provision and Maintenance of School Facilities, School Finance, Administrative Organization and Structure, and Public Relations.



The secondary purpose of the study was to do a descriptive comparison of the expectations of school board members with those of supervising principals in the seven administrative areas mentioned in the preceding paragraph.

### Statement of Sub-Problems

This study was concerned with seven questions:

1. Is there a difference between the expectations of board members and board chairmen?
2. Is there a difference between the expectations of board members who are experienced and those who are relatively inexperienced?
3. Is there a difference between the expectations of elected and appointed board members?
4. Is there a difference between the expectations of board members in the "professional-managerial" and those in the "all-others" category?
5. In what relative order of importance are the seven administrative areas ranked by the board members as a group?
6. Is there a difference in the importance attached to the seven administrative areas by the paired groups mentioned in sub-problems 1, 2, 3, and 4?
7. How do the expectations of school board members compare with those of supervising principals?

### III. DELIMITATIONS

This study was limited to those municipal school boards in Nova





Scotia which employ supervising principals who are responsible for grades VII to XII or any combination thereof. Supervisors, superintendents and principals were not included in the study. The study was limited to the expectations of individual school board members and not to the expectations of school boards as a body. Urban school boards were excluded from the study.

#### IV. LIMITATIONS

As expected, a problem was encountered in obtaining responses from the individual school board members and as a result the study may not be a wholly representative one. Only 63 per cent of the board members returned the questionnaires in a usable form. It may be that those members who did not respond may have had personal characteristics which could have altered significantly the findings of the study. The use of a questionnaire as the data collecting instrument placed limitations on the study which probably could have been overcome by using the interview method. Responses to a questionnaire are always subject to questions regarding their validity and reliability.

#### V. DEFINITION OF TERMS

For the purposes of this study the following definitions are required.

Municipal school board. A municipal school board consists of seven members of whom four are elected to the municipal council and then appointed to the school board and three who are appointed by the Lieutenant-



Governor in Council for three years (2, p. 184).

Experience. An inexperienced member is one who has served for three years or less on a school board. All members with more than three years on a board are classified as experienced.

Board status. An appointed member is one who has been appointed to the board by the Lieutenant-Governor in Council. An elected member is one who has been elected to the municipal council and then appointed to the school board by the municipal council.

Occupational classification. Those members who are employed as professional, technical, and kindred workers, and as managers, officials, and proprietors are classed as "professional-managerial." All other members are placed in the "all-others" category.

Supervising principal. A supervising principal is a person employed by a school board to have the primary responsibility for initiating, developing and evaluating an educational program in a system not large enough to employ a Supervisor of Schools (1, p. 36).

## VI. NEED FOR THE STUDY

No study has been done in Nova Scotia which would set forth clearly the expectations of school board members for the role of the supervising principal. The behavior of the supervising principal is influenced by many factors, one of which is the expectations of school board members. Conflict results when the supervising principal's



behavior differs too markedly from board expectations. If the board and supervising principal are to work in harmony with one another there must be a mutual understanding as to the expectations which the former holds for the latter. With the change in the role of the supervising principal to a more supervisory oriented role there may be an even greater rift between the expectations of the principal and the board for the role of the supervising principal. In order for the supervising principal and the board as an entity to act effectively, there should be a clear determination of expectations. This study may be of assistance to both boards and supervising principals in determining clearly the expectations which each holds for the role of the supervising principal.

## VII. ASSUMPTIONS

1. It was assumed that the instrument of investigation, the questionnaire, was adequate for the study.
2. It was assumed that the responses of the board members and supervising principals were frank and truthful.

## VIII. ORGANIZATION OF THE THESIS

The present chapter presents a general introduction to the study, the problem investigated, its significance, the limitations and delimitations of the study, definition of the terms used and the assumptions.

Chapter II deals with some background theory regarding behavior in a social system. It also presents some related literature and a summary of some of the studies which have been done in the area of role





expectations, especially those dealing with school board-superintendent and school board-principal relationships.

The next chapter gives an account of how the data were collected and the methodology used in the treatment of the data. Included is a description of the instrument used, the sample selected, methods of data collection, and finally, the statistical treatments which were used in the analysis of the data.

Chapters IV and V include a statistical presentation and discussion of the analysis of the data. The former is devoted to an analysis of the responses of the school board members and the latter deals with a comparison of the responses of school board members and supervising principals.

The final chapter presents a summary of the findings of the study, some conclusions, and some implications for practice.



## REFERENCES FOR CHAPTER I

1. Dominion Bureau of Statistics, Education Division. The Organization and Administration of Public Education in Canada. Ottawa: The Queen's Printer, 1960.
2. Education Office Gazette, Vol. IX, No. 2. Halifax: Department of Education, March, 1960.
3. Reeves, A. W. "Skills of an Effective Principal," The Alberta School Principal 1961. Edmonton: Policy Committee Leadership Course for School Principals, 1961, pp. 1-8.
4. Sparby, H. T. "The Principal in the Alberta School System," The Alberta School Principal 1961. Edmonton: Policy Committee Leadership Course for School Principals, 1961, pp. 9-20.



## CHAPTER II

### THEORETICAL FRAMEWORK AND RELATED RESEARCH

This chapter presents a description of some of the theoretical concepts and constructs which are a part of role theory. It attempts to describe some of the determinants of administrative behavior in a social system, focusing especially on the nomothetic dimension of the Getzels and Guba theoretical framework. A survey of the literature on role theory is presented in the first section of the chapter. The second part of the chapter is devoted to a review of related research on school board-administrator relationships. Several of the Canadian studies which have been done on superintendent-school board and principal-school board relationships are examined in considerable detail in the latter part of this chapter.

#### I. ROLE THEORY

Social behavior results as an individual in a system attempts to cope with an environment composed of patterns of expectations for his behavior in ways consistent with his own pattern of needs. Thus, an individual's behavior will not only be influenced by his need-dispositions, but by the expectations which other groups hold for his position. A conceptual framework which presents these ideas has been developed by Jacob Getzels and Egon Guba.

Writing in The School Review Getzels and Guba (5, pp. 426-427) presented a theoretical framework illustrating a socio-psychological





theory of social behavior. They suggested that:

The process of administration deals essentially with the conduct of social behavior in a hierarchical setting. Structurally, we may conceive of administration as a series of superordinate-subordinate relationships within a social system. Functionally, the hierarchy of relationships is the locus for allocating and integrating roles, personnel and facilities to achieve the goals of the system. (5, p. 424)

These writers developed their conceptual framework in terms of two dimensions, the nomothetic or sociological and the idiographic or psychological. While they consider these dimensions as conceptually independent, they recognize that they are phenomenally interactive; in fact, it is the interaction of these two dimensions which is most influential in determining social behavior.

Figure 1 depicts the conceptual model which Getzels and Guba developed to explain behavior in a social system (5, p. 429).

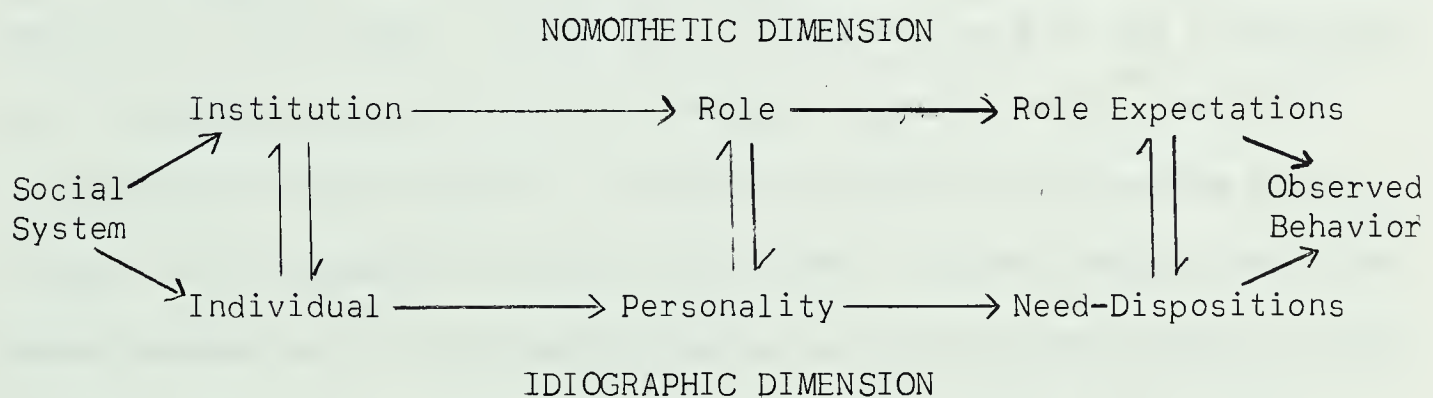


FIGURE 1

GENERAL MODEL SHOWING THE NOMOTHEPIC AND IDIOGRAPHIC  
DIMENSIONS OF BEHAVIOR

### The Nomothetic Dimension

This dimension consists of institutions, roles, and expectations. The social system is defined by its institutions, each institution by its



roles and roles by the expectations attached to it.

Institutions. Getzels and Thelen define institutions in this manner:

All social systems have certain imperative functions that are to be carried out in certain established ways. Such functions as governing, educating or policing within a state may be said to have become "institutionalized," and the agencies carrying out these institutionalized functions for the social system may be termed "institutions." (7, p. 66)

Getzels and Guba (5, p. 425) describe institutions as being purposive, structural, peopled, normative and sanction bearing. Thus, the school system may be thought of as an institution for education with certain imperative functions that are carried out in certain established ways.

Roles. An institution can be described in terms of the roles of which it is structured. Roles are an important part of the institution and are defined by Linton as the "dynamic aspects" of the positions, offices and statutes within an institution and they define the behavior of the role incumbents or actors (8, p. 76). In the school system the role incumbents are the superintendents, principals and teachers, each of whom have a certain role and are expected to behave in a particular manner by their major referent groups.

Role expectations. Roles are composed of or defined in terms of role expectations. Sarbin defines a role in this way: "A role is a patterned sequence of learned actions or deeds performed by a person in an interaction situation" (10, p. 225). A status or position has certain



normative obligations, responsibilities, privileges and powers which may be termed as "role expectations," and when the role incumbent puts these into effect he is said to be performing his role. The role expectations define for the incumbent what he should or should not do as long as he is the incumbent of the particular position.

Each individual, or group, within a given social system has a concept of what behaviors are expected of the incumbent of a particular focal position. Within the permissive range of these expectations the incumbent has a degree of freedom to fulfill the role in keeping with his own personality. These groups which hold expectations for the behavior of an individual are referred to as alter groups or counter position groups. Usually these groups are able to exert sanctions if the occupant of the focal position fails to exhibit required behavior or if he engages in prohibited behavior.

Role conflict. There is a whole range of conflicts that can occur when a role incumbent is required to conform simultaneously to a number of expectations which are mutually exclusive, contradictory, or inconsistent so that adjustment to one set of requirements makes adjustment to the other set of requirements impossible or at least difficult. These role conflicts may arise in several ways:

- (a) Disagreement within the referent group defining the role.

Individual school board members can have different expectations for a supervising principal in his performance of a task.





(b) Disagreements among several referent groups, each having the right to define expectations for the same role.

(c) Contradiction in the expectations of two or more roles which an individual is occupying at the same time.

Campbell, Corbally and Ramseyer use the following model to show how the administrator is in the middle of four main alter groups, all with different expectations for his behavior (1, p. 206).

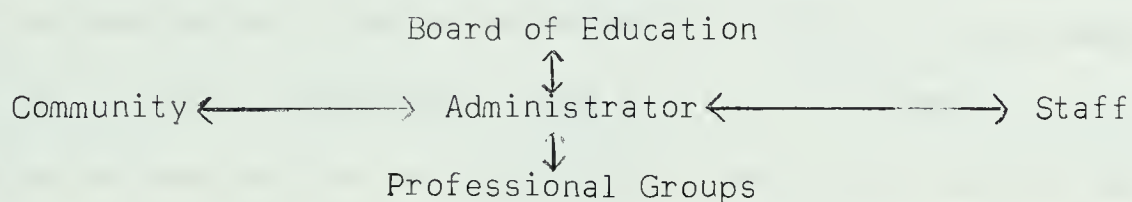


FIGURE 2

#### THE ADMINISTRATOR AND SOME OF HIS MAJOR REFERENCE GROUPS

This study is concerned with only one of the major reference groups, the board of education, but it is recognized that this is only one group which affects the behavior of a supervising principal.

Although the prime concern of this study is with the nomothetic dimension of the model, in reality the supervising principal's behavior would be affected by the idiographic dimension and the interaction between these two dimensions. Thus, a brief discussion of the idiographic dimension will be included in this section.

#### The Idiographic Dimension

Need-dispositions. No social behavior is the result of institutional goals and role expectations alone. Any given behavior is affected by the individual's personality and goals. Parsons and Shils define



need-disposition as:

. . .The tendencies to orient and act with respect to objects in certain manners and to expect certain consequences from these actions. The cojoined word need-disposition itself has a double connotation; on the one hand, it refers to a tendency to fulfill some requirement of the organism, a tendency to accomplish some end state; on the other hand, it refers to a disposition to do something with an object designed to accomplish this end state. (9, p. 114)

The term need-disposition is distinguished from the term need "by its higher degree of organization and by its inclusion of motivational and evaluative elements which are not given by viscerogenic needs" (9, p. 10). Need-dispositions are also distinguished from biological drives; drives are explained as regulatory devices which automatically result in action and consummation. Parsons and Shils write that the gratification of a need-disposition is:

. . .Distributed in time in connection with expectations concerning the future development of the situation. The conception of the orientation of action by selection from a set of alternatives thus includes future as well as present alternatives and attendant consequences. A need-disposition therefore has as one of its essential properties an orientation of expectancy relative to future possibilities. (12, p. 113)

Personality. Getzels and Guba define personality as "the dynamic organization within the individual of those need-dispositions that govern his unique reactions to his environment" (5, p. 428). A supervising principal with a high need-disposition for ascendance might establish different relations with his staff than one with a high need-disposition for submission. Thus, the idiographic dimension will influence the manner in which different administrators behave while performing their role.



### The Interaction of Dimensions

Figure 3 demonstrates that any specific behavior is a function of role interacting with personality. The proportion of role and personality factors determining behavior will vary with the specific act, the specific role and the specific personality involved. The nature of the interaction can be understood from Figure 3 (1, p. 188).

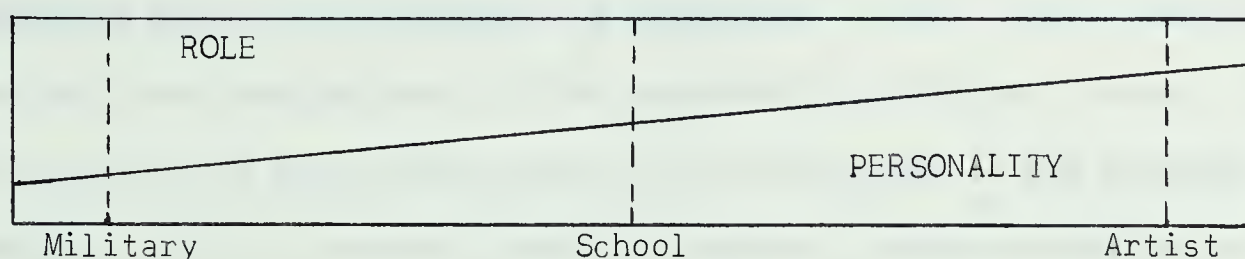


FIGURE 3

#### THE INTERPLAY BETWEEN ROLE AND PERSONALITY IN A BEHAVIORAL ACT

A given behavioral act may be conceived as occurring at a position represented by the dotted line through the role and personality possibilities represented by the rectangle. At the left the proportion of the act dictated by expectations is large while the proportion dictated by personality is small. At the right the reverse is true and the proportion dictated by personality is large. Most schools are probably near the middle of the model, but this varies with the role, the person, and the situation. When role is maximized, behavior is still influenced by personality. The relevance of the general model for administrative theory and practice becomes apparent when it is seen that administration inevitably deals with fulfillment of both nomothetic and idiographic requirements within the context of a particular social system.





### Expectations for the Role of Supervising Principal

According to Getzels' and Guba's model, expectations determine the roles which make up the structure of an institution. Various formal and informal alter groups hold expectations for the supervising principal's role. The provincial authority has written legal expectations of the supervising principal's role in the School Act, and in the General Regulations Under the Department of Education. School boards may have formal written expectations for the supervising principal's role. Other alter groups also hold expectations for the behavior of the supervising principal, such as teachers, parents, students, peers and people in educational administration. It is, therefore, the task of the principal to analyze these expectations, recognizing the conflicts both among and within the alter groups, and attempt to resolve these conflicts to form a pattern of behavior that will fall within the tolerance limits of most or all of his alter groups.

This study will attempt to analyze the expectations which individual school board members hold for the role of supervising principal. The study will focus on the nomothetic dimension of Getzels' and Guba's model in that it will deal with the expectations of one of the supervising principal's major reference groups, individual school board members.

## II. RELATED RESEARCH

### Board-Administrator Relationships

Many studies have been done in the United States on the relationship between school boards and administrators. Most of these studies



indicate that there is a lack of consensus among boards and administrators in relation to the division of labor in the school system.

Several of these studies will be briefly examined before the more specific area of role expectations of school board members for administrators is considered.

Gross (6) in an interview study in Massachusetts involving 105 superintendents and 500 school board members found a distinct lack of consensus as is indicated by the following:

Our data strongly support the thesis that there is a lack of agreement between many superintendents and their school boards on the division of labor between them and in many other crucial areas.

For example, let's consider the hiring of teachers. Seven out of ten superintendents claim that the arrangement they desire is this: when a new teacher is to be hired, the school board should act solely on the nominations of the superintendent. But only one out of five of the school board members agree with them.

Our findings show that superintendents and school boards frequently and strikingly disagree on the objectives of their school system and their respective rights and obligations. We are forced to conclude that in many school systems they are not in agreement over the crucial problem of who is supposed to do what, over what is policy making and what is administration. (6, p. 44)

Sletten (12) also studied school board-superintendent relationships. He secured responses from 636 school board members and 171 administrators in Montana. He sought answers to the following questions:

Do successful relations between the school board and superintendent depend on mutual understanding in respect to duties and responsibilities? How wide are the differences of opinion in respect to board policy and practice? Do board members vary greatly in their opinions? Do superintendents? How does tenure as either a board member or a superintendent affect opinions? Do opinions vary much on the basis of district classification, age, years of residence in Montana, membership in other groups, formal education, board tenure, and occupation? (12, p. 270)

The opinions of board members and superintendents were much alike





in the need for written policy, the function of the school and the need to take proposed educational changes to the public. The areas of differences in opinion were procedures on employment of personnel, the superintendent's responsibility in making expenditures and the need for a community advisory council on the building program. There were other areas where the opinions of school board members and superintendents were different.

The amount of variation in opinion among board members seemed to be in relation to the size of the school district. The larger the school district the more the board members tended to favor more delegation to the superintendent. The superintendents with long tenure and without graduate degrees seemed to agree with the school board members more often.

It is apparent from these two studies that board members and superintendents often differ widely in their perceptions of certain board and executive roles. These differences of perception set limits on the superintendent in his role and he cannot move beyond these limits if he is to maintain good relations with the board. Thus, the administrator must have an understanding of the expectations which the board holds for his role if he is to function efficiently.

#### Role Expectations of the School Board for the Administrator

Several Canadian studies have been done on the role expectations of school board members for the administrator. Finlay (4) in Alberta, and Stafford (13) in British Columbia, conducted studies on the expectations of board members for the superintendent. Singhaiwsai (11), at the





University of Toronto, conducted a study on the expectations of principals, school board members and teachers for the district high school principal in Ontario and the degree to which these expectations were in agreement.

Finlay, in his study, attempted to determine the expectations of board members for the superintendent in seven administrative areas. These areas were: instructional leadership, pupil personnel, selection and management of staff personnel, provision and maintenance of school facilities, finance, administrative organization and structure, and public relations. Under each of these areas were listed critical tasks--forty-four in all--which school board members might expect the superintendent to perform. The respondents were asked to express their expectations of the superintendent in each of the forty-four tasks by choosing one of the following roles:

- (a) The superintendent should perform this duty independent of board direction.
- (b) The superintendent should be responsible for the performance of this duty under board direction.
- (c) The superintendent should be expected to act in an advisory capacity in this case.
- (d) This should not be considered a responsibility of the superintendent (3, pp. 75-76).

Finlay found that the school board expects the superintendent to perform in the areas of instructional leadership, public relations and pupil personnel independent of board direction. In the area of staff



selection they expect him to act as their executive officer, and they expect him to direct the professional supervisory staff. In the direction of non-professional staff he has no responsibility. In the areas of finance, administrative organization and structure, and maintenance and provision of school facilities he is expected to perform in an advisory capacity.

Finlay also found that in the performance of certain tasks the expectations of board chairmen and members differed. Experienced and inexperienced members held different expectations for the superintendent in certain tasks. Finlay concluded that the more confident and capable the board members, the more they do not wish to delegate authority to the superintendent (3, p. 76). In the areas where expenditures take place the board members expect the superintendent to act under board direction or as an advisor. As the tasks become more technical the board members expect the superintendent to perform independently of board direction.

Stafford used the same procedures as Finlay to study the expectations of school trustees in British Columbia for the district superintendent. Although the findings were similar in most of the seven administrative areas, he found that there were some differences in expectations between Alberta school board members and British Columbia school trustees in the areas of provision and maintenance of school facilities, public relations, and administrative organization and structure. In public relations the superintendent was expected to perform under board direction, not independently of board direction as in Alberta. In the Alberta study the superintendent was expected to act in an



advisory capacity in the area of administrative organization and structure while in British Columbia the opinion was divided between advisory capacity and under board direction. Also in the area of provision and maintenance of school facilities, the British Columbia school trustees expressed that in four of the tasks he has no responsibility while in the other tasks he acts in an advisory capacity, as the Alberta superintendent was expected to perform.

Stafford also found that differences existed among the various sub-groups (chairmen, members, inexperienced, experienced) in relation to their expectations for the superintendent in certain tasks.

These two studies dealt with the expectations of school board members for the superintendent. Few studies have been done which deal with the expectations of board members for the principal. One such study by Singhawisai (11) in Ontario dealt with the expectations of board members for the role of district high school principal. He found that "most of the items on which board members held contradictory expectations for the principal dealt with the role of the principal in relations with the board, and the areas where the board seemed to have direct responsibility" (11, p. 309). The principals wanted to take a more active part in policy making and in acting as professional advisor to the board. If conflicting expectations exist between the principal and the boards, then this affects the effectiveness of the principal in operating the school.

These three studies indicate that school board members have set expectations for the administrator in certain tasks and if the administrator's expectations are not congruent with those of the board conflict





may develop. This study attempts to determine the expectations which school board members hold for the role of supervising principal in Nova Scotia, by using a procedure very similar to the ones used by Stafford and Finlay.



## REFERENCES FOR CHAPTER II

1. Campbell, R. F., J. E. Corbally, and J. H. Ramseyer. Introduction to Educational Administration. Boston: Allyn and Bacon Inc., 1962.
2. \_\_\_\_\_, and R. T. Gregg (eds.). Administrative Behavior in Education. New York: Harper and Brothers Publishers, 1957.
3. Finlay, J. H. and A. W. Reeves. "Expectations of School Boards for the Role of Provincially Appointed Superintendent of Schools in Alberta," Alberta Journal of Educational Research, VII:2 (June, 1961), pp. 75-76.
4. Finlay, J. H. "Expectations of School Boards for the Role of the Provincially Appointed Superintendent of Schools in Alberta." Unpublished Master's thesis, University of Alberta, Edmonton, 1961.
5. Getzels, J. W. and E. G. Guba. "Social Behavior and the Administrative Process," School Review, LXV (Winter, 1957), pp. 423-441.
6. Gross, Neal. "Easing Strains and Tensions Between Superintendents and Board Members," The Nation's Schools, LXV (October, 1955), pp. 43-47.
7. Henry, N. B. (ed.). The Dynamics of Instructional Groups. Sixtieth Yearbook of the N.S.S.E., Part II. Chicago: The University of Chicago Press, 1960.
8. Linton, Ralph. The Study of Man. New York: Appleton-Century, 1936.
9. Parsons, Talcott and Edward Shils. Toward A General Theory of Action. Cambridge: Harvard University Press, 1959.
10. Sarbin, Theodore. "Role Theory," Handbook of Social Psychology, Vol. I. Gardner Lindzey (ed.). Reading: Addison-Wesley Publishing Co., Inc., 1954.
11. Singhawisai, Willars. "Degrees of Consensus on Role Expectations of the District High School Principal in Ontario as Perceived by the Principals, the Board Members and the Teachers," Ontario Journal of Educational Research, VII:3 (Spring, 1965), pp. 303-311.
12. Sletten, Vernon. "A Related Study of the Opinions of Montana School Board Members and Superintendents on Selected Board Policy Practices." Unpublished Doctoral dissertation, University of Oregon, Eugene, Oregon, 1954.



13. Stafford, H. D. "Expectations of School Trustees for the Role of District Superintendent of Schools in British Columbia." Unpublished Master's thesis, University of Alberta, Edmonton, 1964.





## CHAPTER III

### INSTRUMENTATION AND METHODOLOGY

This chapter includes a description of the instrument used in the collection of data, a description of the sample, and an outline of the methodology employed in collecting and analyzing the data.

#### I. THE INSTRUMENT

The instrument used in this study was a modification of one used by Stafford (4, p. 116) in investigating the role expectations of school trustees for district superintendents in British Columbia. The seven administrative areas of Instructional Leadership, Selection and Management of Staff Personnel, Management of Pupil Personnel, Provision and Maintenance of School Facilities, School Finance, Administrative Organization and Structure, and Public Relations which were included in the Stafford instrument were used in this study, but some of the specific tasks were either excluded or modified. Of the forty-four tasks used in the Stafford study, only thirty-seven were included in this study. The seven tasks which were excluded were considered to be peculiar to the role of district superintendent in British Columbia and were not considered to be tasks of the supervising principal in Nova Scotia.

Both the supervising principals and school board members completed the same questionnaire, except that the personal data section was removed from the supervising principals' questionnaires. A copy of the



modified questionnaire has been included in Appendix A.

Respondents were asked to indicate their expectations for the role of supervising principal in each of thirty-seven administrative tasks. They did this by circling a code letter to indicate their choice of one of four possible roles for each of the thirty-seven tasks.

These four possible roles of a supervising principal were:

- (a) He should perform the task independently of board direction.
- (b) He should perform the task under the direction of the board.
- (c) He should act in an advisory capacity in this case.
- (d) This task should not be considered the responsibility of the supervising principal.

They were also asked to rank in order of importance the seven administrative areas included above. A rank of one was assigned to the area which the respondents considered as most important, a rank of two for the next area, and so forth for the seven areas.

To aid in the analysis of the replies each respondent was asked to provide the following personal data:

- 1. His position on the board.
- 2. His experience as a board member.
- 3. His board status.
- 4. His occupation.

#### Validation of the Questionnaire

Since the questionnaire used in this study was, with minor changes, the same as the one used by Stafford in his study, it was assumed that it did not require further validation.



## II. THE SAMPLE

The sample for this study consisted of forty supervising principals and one hundred five municipal school board members in the province of Nova Scotia. Each board member was asked to provide personal data relating to his position on the board, his experience, his board status and his occupation.

These personal data were used to separate the respondents into four paired groups which were used in the analysis of the data. The four paired groups are:

1. Chairmen and members.
2. Experienced and inexperienced.
3. Elected and appointed.
4. Professional-managerial and all-others.

Tables I to III inclusive outline some of the personal characteristics of the sample of school board members used in the study. These tables illustrate that twenty-two of the one hundred five respondents were board chairmen and eighty-three were board members.

Table I illustrates that of the one hundred five respondents, fifty-four were classified as experienced and fifty-one as inexperienced. There were fifteen chairmen in the experienced category and only seven in the inexperienced one. Of the eighty-three members, thirty-nine were classified as experienced and forty-four as inexperienced.

An examination of Table II indicates that fifty-eight of the one hundred five respondents were elected and forty-seven were appointed. There were thirteen elected and nine appointed board chairmen. The





TABLE I

## DISTRIBUTION OF SCHOOL BOARD MEMBERS BY BOARD EXPERIENCE

Categories	Chairmen	Members	Total
Experienced	15	39	54
Inexperienced	7	44	51
Total	22	83	105

TABLE II

## DISTRIBUTION OF SCHOOL BOARD MEMBERS BY BOARD STATUS

Categories	Chairmen	Members	Total
Elected	13	45	58
Appointed	9	38	47
Total	22	83	105



TABLE III

## DISTRIBUTION OF SCHOOL BOARD MEMBERS BY OCCUPATIONAL CLASSIFICATION

Categories	Chairmen	Members	Total
<u>Professional-Managerial</u>	16	38	53
Professional & technical	5	12	
Managers & proprietors	11	26	
<u>All-Others</u>	6	45	52
Farmers	2	13	
Clerical workers	0	2	
Sales workers	1	1	
Housewives	0	6	
Craftsmen & foremen	2	3	
Service workers	0	1	
Laborers	0	3	
Retired	1	7	
Others	0	9	
Total	22	83	105



eighty-three members included forty-five elected and thirty-eight appointed members.

Table III illustrates that fifty-three of the one hundred five respondents were in the "professional-managerial" category while fifty-two were in the "all-others" category. There were sixteen of the twenty-two board chairmen in the "professional-managerial" category while the "all-others" category included only six chairmen. The greatest number in any single occupational group was twenty-six in the managers, officials and proprietors group. Farmers placed second with thirteen and professional, technical and kindred workers third with twelve. Of the members, thirty-eight were in the professional-managerial category and forty-five in the all-others category.

Personal data of the supervising principals were not used as a comparison of the expectations of the forty principals and one hundred five school board members did not require the use of personal data.

### III. DATA COLLECTION

Before the questionnaires were mailed to the individual school board members, approval was obtained from the Deputy Minister of Education in Nova Scotia. Copies of this correspondence are included in Appendix B and Appendix C.

The questionnaires were then sent to one hundred sixty-eight school board members and fifty supervising principals at their home addresses. A stamped, self-addressed envelope and a letter of explanation accompanied each questionnaire. After a period of five weeks a follow-up letter was sent to those board members who had as yet not





responded. Copies of this correspondence are included in Appendix D and Appendix E.

A follow-up letter was not sent to the supervising principals as 84 per cent of their questionnaires had been returned, of which 80 per cent were in a usable form.

Slightly more than 62 per cent or one hundred five of the one hundred sixty-eight school board members returned their questionnaires in a usable form. The chairmen returned 91 per cent or twenty-two of the twenty-four questionnaires sent to them. Members returned only eighty-three, or 57 per cent, of their questionnaires in usable form. An additional nine questionnaires were returned either incomplete or completed incorrectly. None of the data from these questionnaires were used.

At least one response, and in the majority of cases more than one response, was received from each of the twenty-four municipal school boards in Nova Scotia.

#### IV. TREATMENT OF THE DATA

Comparisons of the responses of the four paired groups for each of the thirty-seven tasks were tabulated in both frequencies and percentages. These comparisons are illustrated in Tables IV to XLI which are included in Chapter IV of the study. A chi-square test (1, p. 165) of independence, using two by four contingency tables, was used to test for any significant differences between the expectations of each of the paired groups on each of the thirty-seven items. The null hypothesis, which states that there is no significant difference between the two



distributions was tested in each case. The five per cent level of significance was used and if the probability of observed frequencies differing from expected frequencies was less than five out of one hundred, the null hypothesis was rejected and the difference between the expectations for that paired group was considered significant.

Supervising principals' responses were compared with those of the total respondent group of board members by using the method outlined in the preceding paragraph. Tables XLIV to LIV of Chapter V illustrate these comparisons.

The supervising principals and the school board members ranked the seven administrative areas in order of importance and median ranks were computed. These rankings are illustrated in the tables in Appendix F. A Wilcoxon matched-pairs signed-ranks test was applied to determine if the differences in the ranks assigned to the seven administrative areas by the total respondent board members, by the eight categories of board members (e.g.: chairmen, elected, appointed, etc.), and by the supervising principals were large enough to be considered significant.

When the difference between the ranks assigned two administrative areas by any of the groups was not significant, the mean rank was assigned to both areas. When there was a significant difference between the ranks assigned to two administrative areas the areas were given different ranks.



## REFERENCES FOR CHAPTER III

1. Ferguson, G. A. Statistical Analysis in Psychology and Education. Toronto: McGraw-Hill Book Co., Inc., 1959.
2. Garrett, H. E. and R. S. Woodworth. Statistics in Psychology and Education. New York: Longmans, Green and Co., 1958.
3. Siegel, Sydney. Non-Parametric Statistics for the Behavioral Sciences. New York: McGraw-Hill Book Co., Inc., 1956.
4. Stafford, H. D. "Expectations of School Trustees for the Role of the District Superintendent of Schools in British Columbia." Unpublished Master's thesis, University of Alberta, Edmonton, 1964.





## CHAPTER IV

### ANALYSIS OF DATA FOR SCHOOL BOARD MEMBERS

This chapter presents in tabular form the expectations which each of the paired groups held for the supervising principal's role on the thirty-seven tasks. Accompanying the tables is a discussion of the pertinent findings in each of the tables. The second section of the chapter focuses on the rankings which each sub-group gave to each of the seven administrative areas.

In the tables of section one, the respondent groups are compared as to the numbers and percentages which indicate each of the four expectancies for the supervising principal's role on each of the tasks. Expectations of the total respondent group are recorded at the bottom of each table. The attention of the reader is drawn to those tasks where a significant difference exists between one or more of the groups.

#### I. INSTRUCTIONAL LEADERSHIP

Under this heading, the five tasks included in the administrative area of Instructional Leadership will be briefly discussed.

##### Improving Instruction Through Classroom Visitation

Table IV illustrates that 90.5 per cent of the respondents expressed the view that this task should be performed by the supervising principal independently of board direction. This was the strongest



TABLE IV

COMPARISON OF REPLIES FOR THE TASK OF IMPROVING INSTRUCTION THROUGH  
VISITING CLASSROOMS AND CONFERRING WITH TEACHERS

Groups Compared	Expectations for Principal's Role							
	Independent Action		Under Board Direction		Advisory Capacity		No Responsibility	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Chairmen Members	22	100.0	0	0.0	0	0.0	0	0.0
	73	88.0	6	7.2	3	3.6	1	1.2
Elected Appointed	53	91.4	3	5.2	1	1.7	1	1.7
	42	89.4	3	6.4	2	4.3	0	0.0
Experienced Inexperienced	50	92.6	2	3.7	1	1.9	1	1.9
	45	88.2	4	7.8	2	3.9	0	0.0
Prof.-Managerial All Others	49	92.5	3	5.7	1	1.9	0	0.0
	46	88.5	3	5.8	2	3.8	1	1.9
Total Respondents	95	90.5	6	5.7	3	2.9	1	1.0
								105

<sup>a</sup>An "a" at the right of any column indicates that a difference at the .05 level of significance was found between the expectations of the two groups.



opinion of the respondents on any of the tasks. There were no significant differences between the expectations of any of the groups. All board chairmen expressed the opinion that the supervising principal should act independently of board direction.

#### Organizing Teacher Study Groups

Table V reveals that 77.1 per cent of the respondents considered that the supervising principal should perform this task independently of board direction. This table shows that there was a significant difference between those respondents in the professional-managerial category and those in the all-others category. Of the fifty-three respondents in the professional-managerial category, 94.3 per cent felt that the task should be performed independently of board direction, while only 59.6 per cent in the all-others category expressed a similar opinion. On this task 95.5 per cent of the board chairmen favored independent action by the supervising principal in performing the task.

#### Evaluating Teachers and Reporting to the Board

As in Tables IV and V, the majority of the respondents indicated that the task should be performed independently of board direction. Of the one hundred five respondents, seventy-five or 71.4 per cent of them favored independent action while twenty-two or 21 per cent felt that the supervising principal should perform the task under the direction of the board. Table VI shows that 81.8 per cent of the chairmen favored independent action.





TABLE V

COMPARISON OF REPLIES FOR THE TASK OF ORGANIZING TEACHER STUDY GROUPS, PROJECTS, CONFERENCES, ETC., AIMED AT IMPROVING THE QUALITY OF INSTRUCTION

Groups Compared	Expectations for Principal's Role							
	Independent Action		Under Board Direction		Advisory Capacity		No Responsibility	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Chairmen Members	21	95.5	1	4.5	0	0.0	0	0.0
	60	72.3	14	16.9	5	6.0	4	4.8
Elected Appointed	45	77.6	6	10.3	3	5.2	4	6.9
	36	76.6	9	19.1	2	4.3	0	0.0
Experienced Inexperienced	41	75.9	9	16.7	2	3.7	2	3.7
	40	78.4	6	11.8	3	5.9	2	3.9
Prof.-Managerial All Others	50	94.3	2	3.8	1	1.9	0	0.0
	31	59.6	13	25.0	4	7.7	4	7.7
Total Respondents	81	77.1	15	14.3	5	4.8	4	3.8
								105

<sup>a</sup>An "a" at the right of any column indicates that a difference at the .05 level of significance was found between the expectations of the two groups.



TABLE VI

COMPARISON OF REPLIES FOR THE TASK OF EVALUATING THE WORK OF  
TEACHERS AND REPORTING REGULARLY TO THE BOARD

Groups Compared	Expectations for Principal's Role					
	Independent Action		Under Board Direction		Advisory Capacity	
	Number	Per Cent	Number	Per Cent	Number	No Responsibility
					Per Cent	Per Cent
Chairmen Members	18	81.8	4	18.2	0	0.0
	57	68.7	18	21.7	5	3.6
Elected Appointed	46	79.3	8	13.8	2	3.4
	29	61.7	14	29.8	3	2.1
Experienced Inexperienced	37	68.5	12	22.2	4	1.9
	38	74.5	10	19.6	1	3.9
Prof.-Managerial All Others	38	71.7	14	26.4	1	0.0
	37	71.2	8	15.4	4	5.8
Total Respondents	75	71.4	22	21.0	5	2.9
						105

<sup>a</sup>An "a" at the right of any column indicates that a difference at the .05 level of significance was found between the expectations of the two groups.



### Encouraging Teachers to Improve Their Qualifications

Table VII illustrates that 58.1 per cent of the respondents expressed the opinion that this task should be performed independently of board direction. There were no significant differences between any of the groups, but again the majority of the chairmen, 68.2 per cent, expressed the view that the supervising principal should act independently of board direction in performing this task. Almost one-fifth of the respondents considered that the supervising principal's role should be an advisory one.

### Planning the Program of Instruction

In Table VIII, 43.8 per cent of the respondents indicated that the supervising principal should perform this task under the direction of the board. There was a significant difference between those respondents in the professional-managerial category and those in the all-others category. The majority of professional-managerial respondents indicated that this task should be performed under board direction, whereas 13.5 per cent of the respondents in the all-others category felt that the supervising principal should have no responsibility for this task.

### Summary

In this area, the opinion was expressed by all groups, that the tasks of improving instruction through classroom visitation, organizing teacher study groups, evaluating teachers and reporting to the board, and encouraging teachers to improve their qualifications should be performed by the supervising principal independently of board direction.





TABLE VII

COMPARISON OF REPLIES FOR THE TASK OF ENCOURAGING TEACHERS TO IMPROVE THEIR QUALIFICATIONS BY ATTENDING SUMMER SCHOOL, TAKING NIGHT CLASSES, ETC.

Groups Compared	Expectations for Principal's Role							
	Independent Action		Under Board Direction		Advisory Capacity		No Responsibility	
	Number Per Cent		Number Per Cent		Number Per Cent		Number Per Cent	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Chairmen Members	15	68.2	2	9.1	4	18.2	1	4.5
	46	55.4	16	19.3	15	18.1	6	7.2
Elected Appointed	37	63.8	5	8.6	11	19.0	5	8.6
	24	51.1	13	27.7	8	17.0	2	4.3
Experienced Inexperienced	35	64.8	6	11.1	9	16.7	4	7.4
	26	51.0	12	23.5	10	19.6	3	5.9
Prof.-Managerial All Others	34	64.2	9	17.0	8	15.1	2	3.8
	27	51.9	9	17.3	11	21.2	5	9.6
Total Respondents	61	58.1	18	17.1	19	18.1	7	6.7
								105

<sup>a</sup>An "a" at the right of any column indicates that a difference at the .05 level of significance was found between the expectations of the two groups.



TABLE VIII

COMPARISON OF REPLIES FOR THE TASK OF PLANNING THE PROGRAMME OF INSTRUCTION  
TO BE OFFERED BY THE SCHOOLS, ESPECIALLY AT THE HIGH SCHOOL LEVEL

Groups Compared	Expectations for Principal's Role							
	Independent Action		Under Board Direction		Advisory Capacity		No Responsibility	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
	Total		Total		Total		Total	
Chairmen Members	8	36.4	9	40.9	4	18.1	1	4.5
	23	27.7	37	44.6	17	20.5	6	7.2
Elected Appointed	16	27.6	29	50.0	10	17.2	3	5.2
	15	31.9	17	36.2	11	23.4	4	8.5
Experienced Inexperienced	17	31.5	20	37.0	12	22.2	5	9.3
	14	27.5	26	51.0	9	17.6	2	3.6
Prof.-Managerial All Others	16	30.2	27	50.9	10	18.9	0	0.0
	15	28.8	19	36.5	11	21.2	7	13.5
Total Respondents	31	29.5	46	43.8	21	20.0	7	6.7
								105

<sup>a</sup>An "a" at the right of any column indicates that a difference at the .05 level of significance was found between the expectations of the two groups.



The role of the supervising principal in Nova Scotia is similar in many respects to that of a superintendent in Alberta and British Columbia, and therefore a comparison of the responses made by school board members in each of the provinces can be justified. A Nova Scotia supervising principal is to his school system as a superintendent is to his county, district or division in Alberta or British Columbia.

Both the Finlay study (1, p. 24) in Alberta, and the Stafford study (2, p. 26) in British Columbia, found a similar pattern of responses to these four tasks.

The respondents in this study expressed the opinion that the task of planning the program of instruction, especially at the high school level, should be performed under the direction of the board. This opinion differed from the opinion of independent action as expressed by the respondents in the Alberta and British Columbia studies.

Generally, the respondents felt that the supervising principal was technically competent in the area of Instructional Leadership and should perform these tasks independently of board direction.

## II. SELECTION AND MANAGEMENT OF STAFF PERSONNEL

A brief discussion of each of the six tasks included in the administrative area of Selection and Management of Staff Personnel is presented in this section.

### Selecting and Placing Teachers

In Table IX, 39 per cent of the respondents indicated an expectancy that the task should be performed by the supervising principal





TABLE IX  
COMPARISON OF REPLIES FOR THE TASK OF SELECTING AND PLACING TEACHERS

Groups Compared	Expectations for Principal's Role								
	Independent Action		Under Board Direction		Advisory Capacity		No Responsibility		
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	
Chairmen	8	36.4	9	40.9	5	22.7	0	0.0	22
	21	25.3	32	38.6	27	32.5	3	3.6	83
Elected	15	25.9	21	36.2	20	34.5	2	3.4	58
	14	29.8	20	42.5	12	25.5	1	2.1	47
Experienced	14	25.9	20	37.0	18	33.3	2	3.7	54
	15	29.4	21	41.2	14	27.5	1	2.0	51
Prof.-Managerial	20	37.7	21	39.6	12	22.6	0	0.0	53 <sup>a</sup>
	9	17.3	20	38.5	20	38.5	3	5.8	52
Total Respondents	29	27.6	41	39.0	32	30.5	3	2.9	105

<sup>a</sup>An "a" at the right of any column indicates that a difference at the .05 level of significance was found between the expectations of the two groups.



under the direction of the board. Further examination of the table shows that the 30.5 per cent of the respondents who favored an advisory role for the supervising principal was almost equalled by 27.6 per cent who favored independent action by the supervising principal. Expectations of those respondents in the professional-managerial category differed significantly from those in the all-others category. Respondents in the professional-managerial category expressed the opinion that the task should be performed under board direction, whereas those in the all-others category felt that the principal should act under board direction or serve as advisor.

#### Selecting and Placing Vice Principals

Table X reveals that 46.7 per cent of the total respondents indicated that this task should be performed under board direction. Only 13.3 per cent expressed the opinion that the task should be performed independently of board direction.

A significant difference was found between the responses of experienced and inexperienced respondents. Both groups showed a preference for the supervising principal to perform the task under board direction. However, the experienced respondents placed greater emphasis on the roles of independent action and no responsibility than did the inexperienced respondents.

A significant difference also existed between the professional-managerial respondents and the respondents in the all-others category. Although both groups favored the performance of the task under board direction, 18.9 per cent of the professional-managerial indicated that



TABLE X

## COMPARISON OF REPLIES FOR THE TASK OF SELECTING AND PLACING VICE-PRINCIPALS

Groups Compared	Expectations for Principal's Role							
	Independent Action		Under Board Direction		Advisory Capacity		No Responsibility	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Chairmen	2	9.1	12	54.5	8	36.4	0	0.0
Members	12	14.5	37	44.6	30	36.1	4	4.8
Elected	9	15.5	24	41.4	24	41.4	1	1.7
Appointed	5	10.6	25	53.2	14	29.8	3	6.4
Experienced	10	18.5	22	40.7	18	33.3	4	7.4
Inexperienced	4	7.8	27	52.9	20	39.2	0	0.0
Prof.-Managerial	10	18.9	23	43.4	20	37.7	0	0.0
All Others	4	7.7	26	50.0	18	34.6	4	7.7
Total Respondents	14	13.3	49	46.7	38	36.2	4	3.8
								105

<sup>a</sup>An "a" at the right of any column indicates that a difference at the .05 level of significance was found between the expectations of the two groups.





the supervising principal's role should be one of independent action and 7.7 per cent of those respondents in the all-others category felt that the role should be one of no responsibility.

#### Selecting and Directing the Work of Professional Assistants

It is reported in Table XI that the expectancy of 42.9 per cent of the respondents was that the supervising principal should operate under board direction in performing this task. However, 33.3 per cent saw the task as one in which the supervising principal should act independently. It was the opinion of 40.9 per cent of the chairmen that the task should be performed independently of board direction, whereas 25 per cent in the all-others category felt that the role was an advisory one.

#### Employing Non-Professional Staff

In Table XII it was indicated by 79 per cent of the respondents that the supervising principal should have no responsibility for employing non-professional staff. None of the groups expressed the opinion that this task should be performed independently of board direction.

Between the paired group, chairmen and board members, there was a significant difference in expectancies. The members indicated that the task was not a responsibility of the supervising principal, while the chairmen were divided between his acting in an advisory capacity or having no responsibility for the task.

There was also a significant difference between respondents in the professional-managerial category and those in the all-others category.



TABLE XI

COMPARISON OF REPLIES FOR THE TASK OF SELECTING AND DIRECTING THE WORK OF SUITABLE PROFESSIONAL ASSISTANTS (GUIDANCE COUNSELORS, READING CONSULTANTS, ETC.)

Groups Compared	Expectations for Principal's Role							
	Independent Action		Under Board Direction		Advisory Capacity		No Responsibility	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Chairmen Members	9 26	40.9 31.3	8 37	36.4 44.6	5 16	22.7 19.3	0 4	0.0 4.8
Elected Appointed	16 19	27.6 40.4	29 16	50.0 34.0	11 10	19.0 21.3	2 2	3.4 4.3
Experienced Inexperienced	19 16	35.2 31.4	20 25	37.0 49.0	12 9	22.2 17.6	3 1	5.6 2.0
Prof.-Managerial All Others	20 15	37.7 28.8	25 20	47.2 38.5	8 13	15.1 25.0	0 4	0.0 7.7
Total Respondents	35	33.3	45	42.9	21	20.0	4	3.8
								105

<sup>a</sup>An "a" at the right of any column indicates that a difference at the .05 level of significance was found between the expectations of the two groups.



TABLE XII

COMPARISON OF REPLIES FOR THE TASK OF EMPLOYING NON-PROFESSIONAL STAFF (BUS-DRIVERS,  
CARETAKERS, REPAIRMEN, STENOGRAPHERS, ETC.)

Groups Compared	Expectations for Principal's Role									
	Independent Action		Under Board Direction		Advisory Capacity		No Responsibility		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Chairmen	0	0.0	1	4.5	6	27.3	15	68.2	22 <sup>a</sup>	
Members	0	0.0	8	9.6	7	8.4	68	81.9	83	
Elected	0	0.0	4	6.9	9	15.5	45	77.6	58	
Appointed	0	0.0	5	10.6	4	8.5	38	80.9	47	
Experienced	0	0.0	4	7.4	3	5.6	47	87.0	54	
Inexperienced	0	0.0	5	9.8	10	19.6	36	70.6	51	
Prof.-Managerial	0	0.0	7	13.2	11	20.8	35	66.0	53 <sup>a</sup>	
All Others	0	0.0	2	3.8	2	3.8	48	92.3	52	
Total Respondents	0	0.0	9	8.6	13	12.4	83	79.0	105	

<sup>a</sup>An "a" at the right of any column indicates that a difference at the .05 level of significance was found between the expectations of the two groups.





The professional-managerial category indicated that the supervising principal should work in an advisory capacity or have no responsibility for the task. The all-others category indicated very strongly, 92.3 per cent, that he should have no responsibility for the task.

#### Keeping Personnel Records of Teaching and Non-Teaching Staff

Table XIII shows that 71.4 per cent of the respondents expressed the opinion that the supervising principal should perform this task independently of board direction. A further examination of the table reveals that 90.9 per cent of the chairmen favored independent action as compared with 66.3 per cent of the members who favored a similar role. Almost one-fifth of the elected respondents considered the supervising principal's role to be one of no responsibility.

#### Promoting the General Welfare of the Staff

An examination of Table XIV shows that 53.3 per cent of the respondents considered the role to be one in which the supervising principal should act independently of board direction. Only 27.6 per cent of the respondents expressed the opinion that the principal should act under the direction of the board.

#### Summary

The respondents in this study expressed the opinion that the tasks of promoting the general welfare of the staff and keeping personnel records of teaching and non-teaching staff should be performed independently of board direction. In the Stafford study (2, p. 35) the expectancy for the tasks of promoting general welfare of the staff was



TABLE XIII

## COMPARISON OF REPLIES FOR THE TASK OF KEEPING PERSONNEL RECORDS OF TEACHING AND NON-TEACHING STAFF (QUALIFICATIONS, EXPERIENCE, SPECIAL ABILITIES)

Groups Compared	Expectations for Principal's Role							
	Independent Action		Under Board Direction		Advisory Capacity		No Responsibility	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
	Total		Total		Total		Total	
Chairmen	20	90.9	1	4.5	0	0.0	1	4.5
Members	55	66.3	9	10.8	6	7.2	13	15.7
Elected	41	70.7	4	6.9	3	5.2	10	17.2
Appointed	34	72.3	6	12.8	3	6.4	4	8.5
Experienced	38	70.4	4	7.4	4	7.4	8	14.8
Inexperienced	37	72.5	6	11.8	2	3.9	6	11.8
Prof.-Managerial	36	67.9	7	13.2	3	5.7	7	13.2
All Others	39	75.0	3	5.8	3	5.8	7	13.5
Total Respondents	75	71.4	10	9.5	6	5.7	14	13.3
								105

<sup>a</sup>An "a" at the right of any column indicates that a difference at the .05 level of significance was found between the expectations of the two groups.



TABLE XIV

COMPARISON OF REPLIES FOR THE TASK OF PROMOTING THE GENERAL WELFARE OF THE  
STAFF (WORKING CONDITIONS, TEACHING LOAD, ETC.)

Groups Compared	Expectations for Principal's Role							
	Independent Action		Under Board Direction		Advisory Capacity		No Responsibility	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Chairmen Members	12	54.5	7	31.8	3	13.6	0	0.0
	44	53.0	22	26.5	15	18.1	2	2.4
Elected Appointed	31	53.4	17	29.3	9	15.5	1	1.7
	25	53.2	12	25.5	9	19.1	1	2.1
Experienced Inexperienced	31	57.4	15	27.8	7	13.0	1	1.9
	25	49.0	14	27.5	11	21.6	1	2.0
Prof.-Managerial All Others	28	52.8	13	24.4	11	20.8	1	1.9
	28	53.8	16	30.8	7	13.5	1	1.9
Total Respondents	56	53.3	29	27.6	18	17.1	2	1.9
								105

<sup>a</sup>An "a" at the right of any column indicates that a difference at the .05 level of significance was found between the expectations of the two groups.





that the superintendent should act either in an advisory capacity or under board direction.

Selecting and placing teachers and vice-principals were tasks which the respondents considered should be performed under the direction of the board. The respondents expressed the opinion, but not quite as strongly, that the task of selection of professional assistants should be performed under board direction. These findings are similar to those of the Stafford study (2, p. 30) except that the opinions were not quite as strong in this study.

Almost 80 per cent of the respondents expressed the opinion that the supervising principal should have no responsibility for employing non-professional staff. Stafford (2, p. 30) found similar opinions among British Columbia school trustees.

Respondents in this study expressed the opinion that they wished to maintain control over the selection and placement of staff. This was especially so with the employment of non-professional staff where they felt that the supervising principal had no responsibility for this task. It would be interesting to determine if the expectations for the selection differ from those for the placement of staff.

### III. PUPIL PERSONNEL

The third administrative area, Management of Pupil Personnel, consisted of the eight tasks which are presented in this section of the chapter.



### Planning and Organizing for Feeder School Pupils

Table XV shows that 57.1 per cent of the respondents indicated that this task should be performed independently of board direction. A further examination illustrates that 68.2 per cent of the chairmen favored independent action on the part of the supervising principal. Almost one-quarter favored board direction while 2.9 per cent felt that the supervising principal should have no responsibility for the task.

### Developing Procedures for Estimating How Well Pupils Are Doing in School

In Table XVI, 87.6 per cent of the respondents expressed the opinion that the supervising principal should act independently of board direction in performing this task. Of the chairmen, 9.1 per cent felt that the supervising principal's role was an advisory one. Only 1.9 per cent considered the supervising principal to have no responsibility for this task.

### Organizing Pupil Transportation Services

Slightly over half of the respondents in Table XVII felt that the supervising principal should have no responsibility for this task. A significant difference was found between the respondents in the professional-managerial and all-others categories. The professional-managerial group divided their responses almost evenly, 35.8 and 39.6 per cent respectively, between the roles of advisory capacity and no responsibility. However, 67.3 per cent in the all-others category favored the role of no responsibility for the supervising principal. Further examination of the table shows that 50 per cent of the chairmen favored



TABLE XV  
COMPARISON OF REPLIES FOR THE TASK OF PLANNING AND ORGANIZING FOR  
FEEDER SCHOOLS (ADMISSION PROCEDURES, TESTING, ETC.)

Groups Compared	Expectations for Principal's Role							
	Independent Action		Under Board Direction		Advisory Capacity		No Responsibility	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Chairmen Members	15 45	68.2 54.2	4 21	18.2 25.3	3 14	13.6 16.9	0 3	0.0 3.6
Elected Appointed	33 27	56.9 57.4	12 13	20.7 27.7	12 5	20.7 10.6	1 2	1.7 4.3
Experienced Inexperienced	34 26	63.0 51.0	11 14	20.4 27.5	7 10	13.0 19.6	2 1	3.7 2.0
Prof.-Managerial All Others	33 27	62.3 51.9	12 13	22.6 25.0	8 9	15.1 17.3	0 3	0.0 5.8
Total Respondents	60	57.1	25	23.6	17	16.4	3	2.9
								105

<sup>a</sup>An "a" at the right of any column indicates that a difference at the .05 level of significance was found between the expectations of the two groups.





TABLE XVI

COMPARISON OF REPLIES FOR THE TASK OF DEVELOPING PROCEDURES FOR ESTIMATING  
HOW WELL PUPILS ARE DOING IN THEIR SCHOOL WORK

Groups Compared	Expectations for Principal's Role					
	Independent Action	Under Board Direction	Advisory Capacity	No Responsibility	Total	
	Number Per Cent	Number Per Cent	Number Per Cent	Number Per Cent	Number	Per Cent
Chairmen Members	20 90.9 72 86.7	0 0.0 7 8.4	2 9.1 2 2.4	0 0.0 2 2.4	22 83	
Elected Appointed	49 84.5 43 91.5	3 5.2 4 8.5	4 6.9 0 0.0	2 3.4 0 0.0	58 47	
Experienced Inexperienced	48 88.9 44 86.3	3 5.6 4 7.8	2 3.7 2 3.9	1 1.9 1 2.0	54 51	
Prof.-Managerial All Others	48 90.6 44 84.6	4 7.5 3 5.8	1 1.9 3 5.8	0 0.0 2 3.8	53 52	
Total Respondents	92 87.6	7 6.7	4 3.8	2 1.9	105	

<sup>a</sup>An "a" at the right of any column indicates that a difference at the .05 level of significance was found between the expectations of the two groups.



TABLE XVII

## COMPARISON OF REPLIES FOR THE TASK OF ORGANIZING PUPIL TRANSPORTATION

Groups Compared	Expectations for Principal's Role							
	Independent Action		Under Board Direction		Advisory Capacity		No Responsibility	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Chairmen	0	0.0	3	13.6	11	50.0	8	36.4
Members	2	2.4	15	18.1	18	21.7	48	57.8
Elected	1	1.7	9	15.5	18	31.0	30	51.7
Appointed	1	2.1	9	19.1	11	23.4	26	55.3
Experienced	0	0.0	9	16.7	17	31.5	28	51.9
Inexperienced	2	3.9	9	17.6	12	23.5	28	54.9
Prof.-Managerial	1	1.9	12	22.6	19	35.8	21	39.6
All Others	1	1.9	6	11.5	10	19.2	35	67.3
Total Respondents	2	1.9	18	17.1	29	27.6	56	53.3
								105

<sup>a</sup>An "a" at the right of any column indicates that a difference at the .05 level of significance was found between the expectations of the two groups.



an advisory role while none considered that the task should be performed independently of board direction.

#### Planning for Provision of Adequate Recreational Facilities

The expectancy of 52.4 per cent of the respondents in Table XVIII was that the supervising principal should act in an advisory capacity. This view was expressed by 59.1 per cent of the chairmen and by 56.9 per cent of the inexperienced respondents. A further examination of Table XVIII shows that an advisory role was favored by 29.5 per cent of the respondents while only 5.7 per cent felt that the task should be performed independently of board direction.

#### Providing Students with Job and Educational Information

In Table XIX, 74.3 per cent of the respondents expressed the opinion that the supervising principal should act independently of board direction. Of the chairmen, 86.4 per cent favored a similar role for the supervising principal. Only 4.8 per cent of the respondents expected the task to be performed under board direction.

#### Keeping Pupil Personnel Records

Table XX illustrates that 87.6 per cent of the respondents considered the task as one in which the supervising principal should act independently. The remainder of the expectancies were almost equally divided among the other three possible roles.

#### Providing for the Safety of the Pupils

Only 7.6 per cent of the respondents in Table XXI indicated a role of no responsibility in this task, whereas 32.4 per cent favored an





TABLE XVIII

## COMPARISON OF REPLIES FOR THE TASK OF PLANNING FOR PROVISION OF ADEQUATE RECREATIONAL FACILITIES

Groups Compared	Expectations for Principal's Role							
	Independent Action		Under Board Direction		Advisory Capacity		No Responsibility	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Chairmen	3	13.6	5	22.7	13	59.1	1	4.5
Members	3	3.6	26	31.3	42	50.9	12	14.5
Elected	3	5.2	20	34.5	30	51.7	5	8.6
Appointed	3	6.4	11	23.4	25	53.2	8	17.0
Experienced	3	5.6	16	29.6	26	48.1	9	16.7
Inexperienced	3	5.9	15	29.4	29	56.9	4	7.8
Prof.-Managerial	4	7.5	17	32.1	27	50.9	5	9.4
All Others	2	3.8	14	26.9	28	53.8	8	15.4
Total Respondents	6	5.7	31	29.5	55	52.4	13	12.4
								105

<sup>a</sup>An "a" at the right of any column indicates that a difference at the .05 level of significance was found between the expectations of the two groups.



TABLE XIX

COMPARISON OF REPLIES FOR THE TASK OF PROVIDING STUDENTS WITH INFORMATION ABOUT  
FUTURE JOB AND EDUCATIONAL OPPORTUNITIES

Groups Compared	Expectations for Principal's Role								
	Independent Action	Under Board Direction		Advisory Capacity		No Responsibility		Total	
		Number	Per Cent	Number	Per Cent	Number	Per Cent		
Chairmen Members	19	86.4	1	4.5	2	9.1	0	0.0	22
	59	71.1	4	4.8	14	16.9	6	7.2	83
Elected Appointed	47	81.0	2	3.4	7	12.1	2	3.4	58
	31	66.0	3	6.4	9	19.1	4	8.5	47
Experienced Inexperienced	40	74.1	2	3.7	8	14.8	4	7.4	54
	38	74.5	3	5.9	8	15.7	2	3.9	51
Prof.-Managerial All Others	38	71.7	3	5.7	8	15.1	4	7.4	53
	40	76.9	2	3.8	8	15.4	2	3.8	52
Total Respondents	78	74.3	5	4.8	16	15.2	6	5.7	105

<sup>a</sup>An "a" at the right of any column indicates that a difference at the .05 level of significance was found between the expectations of the two groups.



TABLE XX

COMPARISON OF REPLIES FOR THE TASK OF KEEPING PUPIL PERSONNEL RECORDS  
(CENSUS, PROMOTION RESULTS, SPECIAL PROBLEMS)

Groups Compared	Expectations for Principal's Role							
	Independent Action		Under Board Direction		Advisory Capacity		No Responsibility	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Chairmen	19	86.4	1	4.5	1	4.5	1	4.5
Members	73	88.0	3	3.6	3	3.6	4	4.8
Elected	52	89.7	3	5.2	1	1.7	2	3.4
Appointed	40	85.1	1	2.1	3	6.4	3	6.4
Experienced	47	87.0	2	3.7	2	3.7	3	5.6
Inexperienced	45	88.2	2	3.9	2	3.9	2	3.9
Prof.-Managerial	48	90.6	3	5.7	1	1.9	1	1.9
All Others	44	84.6	1	1.9	3	5.8	4	7.7
Total Respondents	92	87.6	4	3.8	4	3.8	5	4.8
								105

<sup>a</sup>An "a" at the right of any column indicates that a difference at the .05 level of significance was found between the expectations of the two groups.





TABLE XXI

## COMPARISON OF REPLIES FOR THE TASK OF PROVIDING FOR THE SAFETY OF PUPILS

Groups Compared	Expectations for Principal's Role							
	Independent Action		Under-Board Direction		Advisory Capacity		No Responsibility	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Chairmen	5	22.7	12	54.5	5	22.7	0	0.0
Members	22	26.5	24	28.9	29	34.9	8	9.6
Elected	13	22.4	20	34.5	19	32.8	6	10.3
Appointed	14	29.8	16	34.0	15	31.9	2	4.3
Experienced	11	20.4	24	44.4	16	29.6	3	5.6
Inexperienced	16	31.4	12	23.5	18	35.3	5	9.8
Prof.-Managerial	14	26.4	21	39.6	14	26.4	4	7.5
All Others	13	25.0	15	28.8	20	38.5	4	7.7
Total Respondents	27	25.7	36	34.3	34	32.4	8	7.6
								105

<sup>a</sup>An "a" at the right of any column indicates that a difference at the .05 level of significance was found between the expectations of the two groups.



advisory role and 34.3 per cent felt that the task should be performed under the direction of the board. Over half of the chairmen, 54.5 per cent, expressed the opinion that the supervising principal should perform the task under the direction of the board. None of the twenty-two chairmen favored a role of no responsibility in this task.

#### Dealing with Cases of Suspension and Expulsion

Slightly more than half the respondents in Table XXII expressed the opinion that the supervising principal should perform this task under board direction. A majority of chairmen, 63.6 per cent, expressed a similar opinion. A significant difference was shown between the responses of the experienced and inexperienced respondents. Both groups showed a preference for the supervising principal acting under board direction. However, the inexperienced respondents placed a greater emphasis on the role of independent action.

#### Summary

Respondents in this study generally expressed the opinion that those tasks which dealt directly with the classroom setting and pupil personnel should be performed independently of board direction. The tasks which the respondents placed in this category were:

1. Planning and organizing for feeder school pupils.
2. Developing procedures for estimating how well pupils are doing in school.
3. Providing students with information about future job and educational opportunities.
4. Keeping pupil personnel records.



TABLE XXII

COMPARISON OF REPLIES FOR THE TASK OF DEALING WITH CASES OF SUSPENSION, EXPULSION,  
IRREGULAR ATTENDANCE AND OTHER SPECIAL PROBLEMS

Groups Compared	Expectations for Principal's Role							
	Independent Action		Under Board Direction		Advisory Capacity		No Responsibility	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Chairmen	5	22.7	14	63.6	3	13.6	0	0.0
Members	24	28.9	43	51.8	13	15.7	3	3.6
Elected	18	31.0	31	53.4	8	13.8	1	1.7
Appointed	11	23.4	26	55.4	8	17.1	2	4.3
Experienced	7	13.0	32	59.3	13	24.1	2	3.7
Inexperienced	22	43.1	25	49.0	3	5.9	1	2.0
Prof.-Managerial	15	28.3	30	56.6	8	15.1	0	0.0
All Others	14	26.9	27	51.9	8	15.4	3	5.8
Total Respondents	29	27.6	57	54.3	16	15.2	3	2.9
								105

<sup>a</sup>An "a" at the right of any column indicates that a difference at the .05 level of significance was found between the expectations of the two groups.





Stafford (2, p. 37) in the British Columbia study found that school trustees expected the district superintendent to act independently of board direction in performing these four tasks.

When the tasks concerned the safety of pupils and dealing with problem pupils, the respondents in this study considered the role of the supervising principal to be one where he performed the tasks under the direction of the board. The respondents expressed the opinion that the task of organizing pupil transportation services was one where the supervising principal's role should be one of no responsibility. However, the respondents generally felt that the supervising principal should act as advisor to the board concerning the task of planning for provision of recreational facilities.

In the Stafford study (2, p. 49) the school trustees expressed a comparable opinion for all tasks, except that of providing for the safety of the pupils where they considered the superintendent's role to be that of advisor to the board. In contrast, the respondents in Nova Scotia considered that this task should be performed by the supervising principal under board direction.

#### IV. PROVISION AND MAINTENANCE OF SCHOOL FACILITIES

This section of Chapter IV is devoted to a discussion of the seven tasks which are included in the administrative area of Provision and Maintenance of School Facilities.

##### Estimating the Building Needs of the School System

In Table XXIII, 55.2 per cent of the respondents considered the



TABLE XXIII

COMPARISON OF REPLIES FOR THE TASK OF ESTIMATING THE BUILDING NEEDS  
OF THE SCHOOL DISTRICT

Groups Compared	Expectations for Principal's Role								
	Independent Action	Under Board Direction		Advisory Capacity		No Responsibility			
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	
Chairmen Members	2	9.1	4	18.2	12	54.5	4	18.2	22
	3	3.6	9	10.8	46	55.4	25	30.1	83
Elected Appointed	1	1.7	4	6.9	36	62.1	17	29.3	58
	4	8.5	9	19.1	22	46.8	12	25.5	47
Experienced Inexperienced	3	5.6	6	11.1	28	51.9	17	31.5	54
	2	3.9	7	13.7	30	58.8	12	23.5	51
Prof.-Managerial All Others	3	5.7	8	15.1	32	60.4	10	18.9	53
	2	3.8	5	9.6	26	50.0	19	36.5	52
Total Respondents	5	4.5	13	12.4	58	55.2	29	27.6	105

<sup>a</sup>An "a" at the right of any column indicates that a difference at the .05 level of significance was found between the expectations of the two groups.



supervising principal's role to be an advisory one in this task. The expectancy of 27.6 per cent of the respondents was that the supervising principal should have no responsibility for this task. Only 4.5 per cent expressed the view that the task should be performed independently of board direction.

#### Selecting Suitable School Sites

Table XXIV shows that 78.1 per cent of the respondents expressed the opinion that the supervising principal should have no responsibility for this task. A significant difference was found between the expectations of experienced and inexperienced respondents. The greatest percentage of responses by both groups, 90.7 and 64.7 per cent respectively, was that the role of the supervising principal should be one of no responsibility. However, 27.5 per cent of the inexperienced as compared with 5.6 per cent of the experienced favored an advisory role for the supervising principal.

#### Preliminary Planning for Adequate Provision of Educational Needs

The expectancy of 59 per cent of the respondents, as shown in Table XXV, was that the supervising principal should serve as advisor in this task. Only 9.5 per cent of the respondents favored independent action on the part of the supervising principal. Almost one-quarter of the experienced respondents favored the task being performed under board direction.

#### Developing an Efficient Programme of Plant Operation

Table XXVI illustrates that not one of the four possible roles





TABLE XXIV

## COMPARISON OF REPLIES FOR THE TASK OF SELECTING SUITABLE SCHOOL SITES

Groups Compared	Expectations for Principal's Role							
	Independent Action		Under Board Direction		Advisory Capacity		No Responsibility	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Chairmen	0	0.0	1	4.5	4	18.2	17	77.3
Members	2	2.4	3	3.6	13	15.7	65	78.3
Elected	0	0.0	3	5.2	7	12.1	48	82.8
Appointed	2	4.3	1	2.1	10	21.3	34	72.3
Experienced	1	1.9	1	1.9	3	5.6	49	90.7
Inexperienced	1	2.0	3	5.9	14	27.5	33	64.7
Prof.-Managerial	0	0.0	3	5.7	11	20.8	39	73.6
All Others	2	3.8	1	1.9	6	11.5	43	82.7
Total Respondents	2	1.9	4	3.8	17	16.2	82	78.1
								105

<sup>a</sup>An "a" at the right of any column indicates that a difference at the .05 level of significance was found between the expectations of the two groups.



TABLE XXV

COMPARISON OF REPLIES FOR THE TASK OF MAKING CERTAIN IN PRELIMINARY PLANNING THAT  
THERE IS ADEQUATE PROVISION FOR EDUCATIONAL NEEDS

Groups Compared	Expectations for Principal's Role							
	Independent Action		Under Board Direction		Advisory Capacity		No Responsibility	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Chairmen	2	9.1	3	13.6	15	68.2	2	9.1
Members	8	9.6	16	19.3	47	56.6	12	14.5
Elected	6	10.3	10	17.2	34	58.6	8	13.8
Appointed	4	8.5	9	19.1	28	59.6	6	12.8
Experienced	5	9.3	12	22.2	30	55.6	7	13.0
Inexperienced	5	9.8	7	13.7	32	62.7	7	13.7
Prof.-Managerial	4	7.5	10	18.9	34	64.2	5	9.4
All Others	6	11.5	9	17.3	28	53.8	9	17.3
Total Respondents	10	9.5	19	18.1	62	59.0	14	13.3
								105

<sup>a</sup>An "a" at the right of any column indicates that a difference at the .05 level of significance was found between the expectations of the two groups.



TABLE XXVI

COMPARISON OF REPLIES FOR THE TASK OF DEVELOPING AN EFFICIENT PROGRAMME  
OF PLANT OPERATION

Groups Compared	Expectations for Principal's Role							
	Independent Action		Under Board Direction		Advisory Capacity		No Responsibility	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Chairmen	1	4.5	7	31.8	6	27.3	8	36.4
Members	11	13.3	22	26.5	25	30.1	25	30.1
Elected	4	6.9	15	25.9	18	31.0	21	36.2
Appointed	8	17.0	14	29.8	13	27.7	12	25.5
Experienced	4	7.4	12	22.2	17	31.5	21	38.9
Inexperienced	8	15.7	17	33.3	14	27.5	12	23.5
Prof.-Managerial	4	7.5	16	30.2	19	35.8	14	26.4
All Others	8	15.4	13	25.0	12	23.1	19	36.5
Total Respondents	12	11.4	29	27.6	31	29.5	33	31.4
								105

<sup>a</sup>An "a" at the right of any column indicates that a difference at the .05 level of significance was found between the expectations of the two groups.





received a majority of responses. The greatest percentage of the respondents, 31.4 per cent, indicated that the supervising principal should have no responsibility for the task; however, 29.5 per cent expressed the opinion that the role should be advisory and 27.6 per cent felt that the supervising principal should operate under board direction. Only 11.4 per cent of the total respondents and 4.5 per cent of the chairmen viewed the task as one which should be performed independently of board direction.

#### Developing an Efficient Programme of Plant Maintenance

The single greatest expectancy of the total respondents in Table XXVII, 43.8 per cent, was that the supervising principal should have no responsibility for the task. However, 30.5 per cent preferred an advisory role and 21.0 per cent indicated that the task should be performed under board direction. Once again less than five per cent of the respondents favored independent action on the part of the supervising principal.

#### Formulation of Policy Regarding Public Use of School Facilities

Over half, 54.3 per cent, of the respondents preferred an advisory role for this task. None of the twenty-two chairmen favored independent action whereas 72.7 per cent favored an advisory role for the supervising principal. A significant difference was found between the professional-managerial and all-others categories in Table XXVIII. Both groups expressed a preference for an advisory role, but 26.9 per cent in the all-others category as compared to 7.5 per cent in the professional-managerial category preferred a role of no responsibility for the supervising



TABLE XXVII

COMPARISON OF REPLIES FOR THE TASK OF DEVELOPING AN EFFICIENT PROGRAMME OF MAINTENANCE

Groups Compared	Expectations for Principal's Role							
	Independent Action		Under Board Direction		Advisory Capacity		No Responsibility	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Chairmen Members	1	4.5	5	22.7	7	31.8	9	40.9
	4	4.8	17	20.5	25	30.1	37	44.6
Elected Appointed	1	1.7	13	22.4	20	34.5	24	41.4
	4	8.5	9	19.1	12	25.5	22	46.8
Experienced Inexperienced	3	5.6	10	18.5	15	27.8	26	48.1
	2	3.9	12	23.5	17	33.3	20	39.2
Prof.-Managerial All Others	2	3.8	12	22.6	18	34.0	21	39.6
	3	5.8	10	19.2	14	26.9	25	48.1
Total Respondents	5	4.8	22	21.0	32	30.5	46	43.8

<sup>a</sup>An "a" at the right of any column indicates that a difference at the .05 level of significance was found between the expectations of the two groups.



TABLE XXVIII

COMPARISON OF REPLIES FOR THE TASK OF PROVIDING THE BOARD WITH INFORMATION FOR THE FORMULATION OF POLICY GOVERNING THE USE OF SCHOOL FACILITIES BY THE PUBLIC

Groups Compared	Expectations for Principal's Role					
	Independent Action		Under Board Direction		Advisory Capacity	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Chairmen	0	0.0	4	18.2	16	72.7
Members	4	4.8	22	26.5	41	49.4
Elected	2	3.4	14	24.1	31	53.4
Appointed	2	4.3	12	25.5	26	55.3
Experienced	3	5.6	15	27.8	30	55.6
Inexperienced	1	2.0	11	21.6	27	52.9
Prof.-Managerial	2	3.8	15	28.3	32	60.4
All Others	2	3.8	11	21.2	25	48.1
Total Respondents	4	3.8	26	24.8	57	54.3
					18	17.1
						105

<sup>a</sup>An "a" at the right of any column indicates that a difference at the .05 level of significance was found between the expectations of the two groups.





principal in this task.

#### Handling Requests of Teachers for Materials and Equipment

Table XXIX reveals that 48.6 per cent of the respondents expressed the opinion that this task should be performed by the supervising principal under board direction. Only 2.9 per cent of the respondents preferred a role of no responsibility whereas 30.5 per cent favored independent action. In the professional-managerial category, 56.6 per cent of the respondents considered that the task should be performed under board direction while 40.4 per cent in the all-others category favored a similar role.

#### Summary

The respondents expressed the opinion that in three of the tasks in this area the principal should act in an advisory capacity. These tasks were:

1. Estimating the building needs of the school system.
2. Making certain in preliminary planning that there is adequate provision for educational needs.
3. Providing the board with information for the formulation of policy governing the use of school facilities by the public.

Stafford (2, p. 65) found that the school trustees in British Columbia expressed similar opinions for the performance of these three tasks.

Respondents in this study as well as those in the Stafford study (2, p. 65) were equally divided between the expectancies that supervisory personnel should have an advisory role or one of no responsibility for



TABLE XXIX

COMPARISON OF REPLIES FOR THE TASK OF HANDLING THE REQUESTS OF TEACHERS  
FOR MATERIALS AND EQUIPMENT

Groups Compared	Expectations for Principal's Role					
	Independent Action		Under Board Direction		Advisory Capacity	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Chairmen	6	27.3	12	54.5	3	13.6
Members	26	31.3	39	47.0	16	19.3
Elected	16	27.6	29	50.0	11	19.0
Appointed	16	34.0	22	46.8	8	17.0
Experienced	15	27.8	26	48.1	12	22.2
Inexperienced	17	33.3	25	49.0	7	13.7
Prof.-Managerial	16	30.2	30	56.6	6	11.3
All Others	16	30.8	21	40.4	13	25.0
Total Respondents	32	30.5	51	48.6	19	18.1
					3	2.9
						105

<sup>a</sup>An "a" at the right of any column indicates that a difference at the .05 level of significance was found between the expectations of the two groups.



developing an efficient programme of plant operation.

For the task of handling the requests of teachers for materials and equipment the respondents of this study expressed the opinion that the supervising principal should perform this task under the direction of the board. The school trustees in British Columbia favored an advisory role in this task.

Selecting suitable school sites and developing an efficient programme of plant maintenance were tasks in which the respondents felt the supervising principal's role was one of no responsibility. In the British Columbia study the school trustees favored an advisory role for the task of selecting suitable school sites, but they expressed a similar opinion on the task of developing an efficient programme of plant maintenance.

It is interesting to note that the respondents in Nova Scotia wished to retain direct control over the seven tasks in this area. This suggests that in those areas not directly concerned with the instructional programme, the supervising principal's role is seen as an advisory one or one of no responsibility.

## V. SCHOOL FINANCE

A discussion of the tasks which are included in the administrative area of School Finance is presented in this section of the chapter.

### Budgeting for School Operations

Table XXX reveals that 49.5 per cent of the respondents considered the supervising principal's role in this task to be an advisory





TABLE XXX

## COMPARISON OF REPLIES FOR THE TASK OF BUDGETING FOR SCHOOL OPERATIONS

Groups Compared	Expectations for Principal's Role							
	Independent Action	Under Board Direction		Advisory Capacity		No Responsibility		Total
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Chairmen	1	4.5	3	13.6	15	68.2	3	13.6
Members	3	3.6	10	12.0	37	44.6	33	39.8
Elected	3	5.2	5	8.6	27	46.6	23	39.7
Appointed	1	2.1	8	17.0	25	53.2	13	27.7
Experienced	2	3.7	5	9.3	27	50.0	20	37.0
Inexperienced	2	3.9	8	15.7	25	49.0	16	31.4
Prof.-Managerial	4	7.5	8	15.1	28	52.8	13	24.5
All Others	0	0.0	5	9.6	24	46.2	23	44.2
Total Respondents	4	3.8	13	12.4	52	49.5	36	34.3
								105

<sup>a</sup>An "a" at the right of any column indicates that a difference at the .05 level of significance was found between the expectations of the two groups.



one. It is further indicated that 34.3 per cent expressed the opinion that the principal's role should be one of no responsibility. A significant difference was found between the respondents in the professional-managerial and all-others categories. There was a 52.8 per cent expectancy by the professional-managerial respondents that the supervising principal should act in an advisory capacity and 24.5 per cent preferred a role of no responsibility. This contrasts with the all-others respondents where 46.2 per cent favored an advisory role and 44.2 per cent favored a role of no responsibility.

#### Preparing Specifications for the Purchase of Supplies and Equipment

In Table XXXI, 49.5 per cent of the respondents expressed the opinion that the supervising principal should serve a role as advisor to the board. However, 27.6 per cent felt that the task should be performed under board direction. Almost 20 per cent of the respondents in the all-others category favored a role of no responsibility.

#### Summary

Very few of the respondents indicated that either of the two tasks in this area should be performed by the supervising principal independently of board direction. An identical percentage of respondents, 49.5 per cent, on both tasks expressed the view that the role should be one of advisor to the board.

School board members expressed the opinion that they wanted to maintain direct control over these expenditures and only use their supervising principals as advisors on these matters. This opinion is in



TABLE XXXI

COMPARISON OF REPLIES FOR THE TASK OF PREPARING SPECIFICATIONS  
FOR THE PURCHASE OF SUPPLIES AND EQUIPMENT

Groups Compared	Expectations for Principal's Role					
	Independent Action		Under Board Direction		Advisory Capacity	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Chairmen	3	13.6	5	22.7	13	59.1
Members	8	9.6	24	28.9	39	47.0
Elected	4	6.9	17	29.3	30	51.7
Appointed	7	14.9	12	25.5	22	46.8
Experienced	8	14.8	12	22.2	28	51.9
Inexperienced	3	5.9	17	33.3	24	47.1
Prof.-Managerial	7	13.2	13	24.5	29	54.7
All Others	4	7.7	16	30.8	23	44.2
Total Respondents	11	10.5	29	27.6	52	49.5
					13	12.4
						105

<sup>a</sup>An "a" at the right of any column indicates that a difference at the .05 level of significance was found between the expectations of the two groups.





keeping with the duties of the supervising principal as recommended by the five-man committee which was appointed in 1961 to study the general area of supervision in Nova Scotia schools. One of the duties which was recommended was: "To be responsible for recommending the purchase of classroom supplies and equipment for all schools in the system." It appears that this is the role which school board members want their supervising principals to perform in the area of school finance, a role of advisor.

## VI. ADMINISTRATIVE ORGANIZATION AND STRUCTURE

Each of the four tasks included in the administrative area of Administrative Organization and Structure is discussed in this section.

### Developing Long-Range Plans for Orderly Growth

In Table XXXII, 48.6 per cent of the respondents indicated that the supervising principal should act as an advisor to the board. A further 21.9 per cent expressed the opinion that this task should be performed under board direction, while 16.2 per cent favored a role of independent action. Almost one-fifth of the appointed respondents considered that the supervising principal should have no responsibility for the task, whereas only 13.3 per cent of the total respondents expressed a similar view.

### Planning and Organizing School Centralizations

Almost half, 47.6 per cent of the respondents, as shown in Table XXXIII, indicated that the supervising principal should assume a



TABLE XXXII

## COMPARISON OF REPLIES FOR THE TASK OF DEVELOPING LONG-RANGE PLANS FOR THE ORDERLY GROWTH AND IMPROVEMENT OF THE SCHOOL SYSTEM

Groups Compared	Expectations for Principal's Role							
	Independent Action		Under Board Direction		Advisory Capacity		No Responsibility	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Chairmen Members	2 15	9.1 18.1	6 17	27.3 20.5	12 39	54.5 47.0	2 12	9.1 14.5
Elected	10	17.2	13	22.4	30	51.7	5	8.6
Appointed	7	14.9	10	21.3	21	44.7	9	19.1
Experienced	7	13.0	14	25.9	28	51.9	5	9.3
Inexperienced	10	19.6	9	17.6	23	45.1	9	17.6
Prof.-Managerial	7	13.2	13	24.5	26	49.1	7	13.2
All Others	10	19.2	10	19.2	25	48.1	7	13.5
Total Respondents	17	16.2	23	21.9	51	48.6	14	13.3
								105

<sup>a</sup>An "a" at the right of any column indicates that a difference at the .05 level of significance was found between the expectations of the two groups.



TABLE XXXIII

COMPARISON OF REPLIES FOR THE TASK OF PLANNING AND ORGANIZING  
SCHOOL CENTRALIZATIONS

Groups Compared	Expectations for Principal's Role							
	Independent Action		Under Board Direction		Advisory Capacity		No Responsibility	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Chairmen Members	0 4	0.0 4.8	3 22	13.6 26.5	16 34	72.7 41.0	3 23	13.6 27.7
Elected Appointed	1 3	1.7 6.4	9 16	15.5 34.0	35 15	60.3 31.9	13 13	22.4 27.7
Experienced Inexperienced	2 2	3.7 3.9	11 14	20.4 27.5	32 18	59.3 35.3	9 17	16.7 33.3
Prof.-Managerial All Others	3 1	5.7 1.9	11 14	20.8 26.9	29 21	54.7 40.4	10 16	18.9 30.8
Total Respondents	4	3.8	25	23.8	50	47.6	26	24.8
								105

<sup>a</sup>An "a" at the right of any column indicates that a difference at the .05 level of significance was found between the expectations of the two groups.





role of advisor for this task. Expectancies were about equally divided, 24.8 and 23.8 per cent respectively, for the roles of no responsibility and performing the task under board direction. A significant difference was found between elected and appointed respondents. Those respondents in the elected category favored an advisory role while the appointed respondents felt that the task should be performed under board direction. A difference in expectations existed between the chairmen and members where 72.7 per cent of the chairmen favored an advisory capacity while only 41.0 per cent of the members expressed a similar view.

#### Planning the Administrative Organization Within the School System

Table XXXIV shows that 40 per cent of the respondents expressed the opinion that this task should be performed independently of board direction. A further 31.4 per cent favored performance of the task under the direction of the board. Two of the groups differed significantly in their expectancies for this task. The elected respondents considered that the task should be performed independently of board direction while 31.9 per cent of the appointed respondents favored an advisory role. Those respondents in the professional-managerial category expressed the opinion that the supervising principal should act under the direction of the board. In contrast, the all-others category favored independent action on the part of the supervising principal. None of the chairmen indicated a role of no responsibility, whereas 10.8 per cent of the members favored this role.



TABLE XXXIV

COMPARISON OF REPLIES FOR THE TASK OF PLANNING THE ADMINISTRATIVE ORGANIZATION  
WITHIN THE SCHOOL SYSTEM

Groups Compared	Expectations for Principal's Role							
	Independent Action		Under Board Direction		Advisory Capacity		No Responsibility	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Chairmen	10	45.5	9	40.9	3	13.6	0	0.0
Members	32	38.6	24	28.9	18	21.7	9	10.8
Elected	28	48.3	20	34.5	6	10.3	4	6.9
Appointed	14	29.8	13	27.7	15	31.9	5	10.6
Experienced	22	40.7	17	31.5	12	22.2	3	5.6
Inexperienced	20	39.2	16	31.4	9	17.6	6	11.8
Prof.-Managerial	20	37.7	23	39.6	6	11.3	6	11.3
All Others	22	42.3	12	23.1	15	28.8	3	5.8
Total Respondents	42	40.0	33	31.4	21	20.0	9	8.6
								105

<sup>a</sup>An "a" at the right of any column indicates that a difference at the .05 level of significance was found between the expectations of the two groups.





### Organizing Local Planning Groups or Committees

The expectancies were divided almost equally among the four possible roles. An advisory role was favored by 21.9 per cent of the respondents in Table XXXV, while 25.7 per cent favored a role of no responsibility. A further examination of the table reveals that 23.8 per cent of the respondents felt that the supervising principal should act independently of board direction, while an additional 28.6 per cent expressed the view that he should operate under the direction of the board.

### Summary

In the four tasks included in the area of Administrative Organization and Structure, not one of the four possible roles received half of the responses. The dominant expectancy was that the supervising principal should work directly with the board either under its direction or as advisor. However, the respondents expressed the opinion that the supervising principal should act independently of board direction in the task of planning the administrative organization within the school system.

As in the Stafford study (2, p. 82), the general feeling was that the role of the supervising principal should be one of advisor. The findings of the British Columbia study were very similar to those revealed in this study, although in the task of developing long-range plans for the growth of the school system the Stafford study found that British Columbia school trustees preferred the superintendent to work under board direction whereas Nova Scotia school board members favored





TABLE XXXV

COMPARISON OF REPLIES FOR THE TASK OF ORGANIZING OF LOCAL GROUPS OR COMMITTEES  
FOR PARTICIPATION IN EDUCATIONAL PLANNING AND ACTIVITIES

Groups Compared	Expectations for Principal's Role					
	Independent Action		Under Board Direction		Advisory Capacity	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Chairmen Members	8	36.4	3	13.6	7	31.8
	17	20.5	27	32.5	16	19.3
Elected Appointed	14	24.1	18	31.0	14	24.1
	11	23.4	12	25.5	9	19.1
Experienced Inexperienced	15	27.8	14	25.9	11	20.4
	10	19.6	16	31.4	12	23.5
Prof.-Managerial All Others	10	18.9	15	28.3	14	26.4
	15	28.8	15	28.8	9	17.3
Total Respondents	25	23.8	30	28.6	23	21.9
					27	25.7
						105

<sup>a</sup>An "a" at the right of any column indicates that a difference at the .05 level of significance was found between the expectations of the two groups.



an advisory role.

## VII. PUBLIC RELATIONS

The area of Public Relations consists of the five tasks which are presented and briefly discussed in Section VII of this chapter.

### Explaining to the Public What We are Trying to do in the Schools

As Table XXXVI illustrates, 49.5 per cent of the respondents indicated that this task should be performed by the supervising principal independently of board direction. A further examination of the table shows that 28.6 per cent favored a role where the supervising principal act under board direction. Both the chairmen and those respondents in the all-others category expressed the opinion that the task should be performed independently of board direction.

### Interpreting School Board Policy to the Public

The highest percentage of responses, 43.8 per cent, shown in Table XXXVII indicates that the supervising principal should have a role of no responsibility in this task. However, 31.4 per cent of the respondents favored the task being performed under the direction of the board. A significant difference was found between the expectancies of chairmen and members. Of the chairmen, 36.4 per cent expressed the opinion that the supervising principal's role should be one of independent action and 31.8 per cent favored a role of no responsibility. The members as a group favored a role of no responsibility for the supervising principal with 47 per cent of them expressing this view.



TABLE XXXVI

COMPARISON OF REPLIES FOR THE TASK OF EXPLAINING TO THE PUBLIC WHAT WE ARE TRYING  
TO DO IN THE SCHOOLS

Groups Compared	Expectations for Principal's Role					
	Independent Action	Under Board Direction	Advisory Capacity	No Responsibility	Total	
	Number Per Cent	Number Per Cent	Number Per Cent	Number Per Cent	Number	Per Cent
Chairmen Members	13 59.1 47.0	6 27.3 28.9	1 4.5 9.6	2 9.1 14.5	22 83	
Elected Appointed	28 48.3 51.1	16 27.6 29.8	5 8.6 8.5	9 15.5 10.6	58 47	
Experienced Inexperienced	26 48.1 51.0	16 29.6 27.5	5 9.3 7.8	7 13.0 13.7	54 51	
Prof.-Managerial All Others	21 39.6 59.6	20 37.7 19.2	6 11.3 5.8	6 11.3 15.4	53 52	
Total Respondents	52 49.5	30 28.6	9 8.6	14 13.3	105	

<sup>a</sup>An "a" at the right of any column indicates that a difference at the .05 level of significance was found between the expectations of the two groups.





TABLE XXXVII

## COMPARISON OF REPLIES FOR THE TASK OF INTERPRETING SCHOOL BOARD POLICY TO THE PUBLIC

Groups Compared	Expectations for Principal's Role							
	Independent Action		Under Board Direction		Advisory Capacity		No Responsibility	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Chairmen	8	36.4	6	27.3	1	4.5	7	31.8
Members	10	12.0	27	32.5	7	8.4	39	47.0
								22 <sup>a</sup>
								83
Elected	8	13.8	22	37.9	6	10.3	22	37.9
Appointed	10	21.3	11	23.4	2	4.3	24	51.1
								58
								47
Experienced	11	20.4	18	33.3	4	7.4	21	38.9
Inexperienced	7	13.7	15	29.4	4	7.8	25	49.0
								54
								51
Prof.-Managerial	6	11.3	15	28.3	4	7.5	28	52.8
All Others	12	23.1	18	34.6	4	7.7	18	34.6
								53
								52
Total Respondents	18	17.1	33	31.4	8	7.6	46	43.8
								105

<sup>a</sup>An "a" at the right of any column indicates that a difference at the .05 level of significance was found between the expectations of the two groups.



### Interpreting Provincial Acts and Regulations to the Board and Public

Slightly over half the respondents indicated that they favored a role of no responsibility in this task. A further examination of Table XXXVIII shows that an additional 21.9 per cent felt that the supervising principal should act as an advisor to the board. The respondents generally felt that the supervising principal should have no responsibility in this task.

### Giving Active Support to Worthy Community Efforts

Table XXXIX reveals that 66.7 per cent of the respondents expressed the opinion that the supervising principal should act independently of board direction. Over 60 per cent of the respondents in each of the groups favored a role of independent action.

### Maintaining Good Relations with the Local Press

The expectancy of 66.7 per cent of the respondents, as shown in Table XL, was that the supervising principal should perform the task independently of board direction. Again, over 60 per cent of the respondents in each group expressed the opinion that the task should be performed independently of board direction. It is interesting to note that while 77.3 per cent of the chairmen favored a similar role, not one of them felt that the supervising principal should act under board direction.

### Summary

Respondents in this study expressed the opinion that the tasks of giving active support to worthy community activities and maintaining



TABLE XXXVIII

COMPARISON OF REPLIES FOR THE TASK OF INTERPRETING PROVINCIAL ACTS AND REGULATIONS  
TO THE BOARD AND PUBLIC (GRANT REGULATIONS, ETC.)

Groups Compared	Expectations for Principal's Role								
	Independent Action	Under Board Direction		Advisory Capacity		No Responsibility	Total		
	Number	Per Cent	Number	Per Cent	Number	Per Cent			
Chairmen Members	3	13.6	1	4.5	6	27.3	12	54.5	22
	13	15.7	9	10.5	17	20.5	44	53.0	83
Elected Appointed	9	15.5	5	8.6	14	24.1	30	51.7	58
	7	14.9	5	10.6	9	19.1	26	55.3	47
Experienced Inexperienced	7	13.0	6	11.1	12	22.2	29	53.7	54
	9	17.6	4	7.8	11	21.6	27	52.9	51
Prof.-Managerial All Others	5	9.4	6	11.3	9	17.0	33	62.3	53
	11	21.2	4	7.7	14	26.9	23	44.2	52
Total Respondents	16	15.2	10	9.5	23	21.9	56	53.3	105

<sup>a</sup>An "a" at the right of any column indicates that a difference at the .05 level of significance was found between the expectations of the two groups.





TABLE XXXIX

COMPARISON OF REPLIES FOR THE TASK OF GIVING ACTIVE SUPPORT TO WORTHY  
COMMUNITY EFFORTS

Groups Compared	Expectations for Principal's Role							
	Independent Action		Under Board Direction		Advisory Capacity		No Responsibility	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Chairmen	15	68.2	2	9.1	2	9.1	3	13.6
Members	55	66.3	10	12.0	7	8.4	11	13.3
Elected	37	63.8	6	10.3	5	8.6	10	17.2
Appointed	33	70.2	6	12.8	4	8.5	4	8.5
Experienced	35	64.8	8	14.8	6	11.1	5	9.3
Inexperienced	35	68.6	4	7.8	3	5.9	9	17.6
Prof.-Managerial	36	67.9	6	11.3	5	9.4	6	11.3
All Others	34	65.4	6	11.5	4	7.7	8	15.4
Total Respondents	70	66.7	12	11.4	9	8.6	14	13.3
								105

<sup>a</sup>An "a" at the right of any column indicates that a difference at the .05 level of significance was found between the expectations of the two groups.



TABLE XL

COMPARISON OF REPLIES FOR THE TASK OF MAINTAINING GOOD RELATIONS  
WITH THE LOCAL PRESS

Groups Compared	Expectations for Principal's Role							
	Independent Action		Under Board Direction		Advisory Capacity		No Responsibility	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Chairmen	17	77.3	0	0.0	2	9.1	3	13.6
Members	53	63.1	13	15.7	5	6.0	12	14.5
Elected	35	60.3	8	13.8	6	10.3	9	15.5
Appointed	35	74.5	5	10.6	1	2.1	6	12.8
Experienced	35	64.8	8	14.8	3	5.6	8	14.3
Inexperienced	35	68.6	5	9.8	4	7.8	7	13.7
Prof.-Managerial	34	64.2	8	15.1	4	7.5	7	13.2
All Others	36	69.2	5	9.6	3	5.8	8	15.4
Total Respondents	70	66.7	13	12.4	7	6.7	15	14.3

<sup>a</sup>An "a" at the right of any column indicates that a difference at the .05 level of significance was found between the expectations of the two groups.



good relations with the local press should be performed by the supervising principal independently of board direction. In the Stafford study (2, p. 91) the school trustees did not give a majority of their expectancies to any one role for either of these tasks.

Respondents also favored a role of independent action for the supervising principal in the task of explaining to the public what the schools are trying to do, but the view was not as strongly expressed as in the tasks in the preceding paragraph. In British Columbia the school trustees preferred that the task be performed under board direction.

For the tasks of interpreting school board policy to the public and interpreting provincial acts and regulations to the board and the public, the respondents felt that the supervising principal's role should be one of no responsibility. School trustees in British Columbia favored a role of independent action for the task of interpreting school board policy to the public, but for the task of interpreting provincial acts and regulations they expected the superintendent to act under board direction.

#### VIII. RELATIVE IMPORTANCE OF THE ADMINISTRATIVE AREAS

Respondents were asked to rank the seven administrative areas, which were considered in the study, by assigning a rank of one to that area which they considered most important, a rank of two to the next important, and so forth for the seven areas. This section includes a discussion of the rankings which the total respondent group of board members, as well as the eight sub-groups, gave to the seven administrative areas.





### Rankings Assigned to the Areas by School Board Members

Table XLI shows the median ranks assigned by each of the eight respondent sub-groups and by the total respondent group. The median ranks included in Table XLI were computed from the data which can be found in the nine tables of Appendix G of the study.

Table XLII is a summary of the ranks assigned to the seven administrative areas after application of the Wilcoxon matched-pairs signed-ranks test. This test was applied to determine whether the differences in assigned ranks were great enough to be considered significant. Whenever the difference between the two ranks was not significant, the mean rank was assigned to both the ranks.

It can be seen that the total respondent group, as well as the four sub-groups of members, elected, experienced and all-others, ranked the administrative area of Instructional Leadership as most important. The remaining four sub-groups of chairmen, appointed, inexperienced and professional-managerial gave the administrative areas of Instructional Leadership and Selection and Management of Staff Personnel equal rankings. Thus, a rank of 1.5 was assigned to each of these areas for these four particular sub-groups.

All the groups ranked the administrative area of Management of Pupil Personnel as the third most important function of the supervising principal.

The total respondent group and all the sub-groups except appointed, experienced, and all-others assigned a ranking of four to the area of Administrative Organization and Structure. These three sub-groups gave equal rankings to the areas of Public Relations and



TABLE XLI  
MEDIAN RANKS FOR THE RESPONDENT GROUPS ON THE SEVEN  
ADMINISTRATIVE AREAS

Respondents	Administrative Areas <sup>a</sup>						
	I	II	III	IV	V	VI	VII
Chairmen	1.57	1.86	3.04	5.65	6.92	4.15	5.11
Members	1.49	1.98	2.94	5.31	6.62	4.66	5.13
Elected	1.32	2.17	3.05	5.31	6.68	4.33	5.13
Appointed	1.89	1.54	2.81	5.46	6.74	4.86	4.94
Experienced	1.29	2.11	2.98	5.46	6.78	4.60	4.53
Inexperienced	1.73	1.76	2.84	5.32	6.62	4.39	5.07
Prof.-Managerial	1.64	1.74	3.00	5.42	6.70	4.25	5.16
All Others	1.41	2.27	2.80	5.46	6.70	4.83	5.05
Total Respondents	1.49	1.94	2.91	5.35	6.69	4.56	5.10

<sup>a</sup>Administrative Areas:

- I Instructional Leadership
- II Selection and Management of Staff Personnel
- III Management of Pupil Personnel
- IV Provision and Maintenance of School Facilities
- V School Finance
- VI Administrative Organization and Structure
- VII Public Relations

NOTE: The rank medians listed in this table were taken from the tables appearing in Appendix G.



TABLE XLII

RANKS ASSIGNED TO THE SEVEN ADMINISTRATIVE AREAS BY THE RESPONDENT GROUPS AFTER THE TEST FOR SIGNIFICANT DIFFERENCES HAD BEEN APPLIED

Respondents	Administrative Areas <sup>a</sup>						
	I	II	III	IV	V	VI	VII
Chairmen	1.5	1.5	3	6	7	4	5
Members	1	2	3	5.5	7	4	5.5
Elected	1	2	3	5.5	7	4	5.5
Appointed	1.5	1.5	3	6	7	4.5	4.5
Experienced	1	2	3	6	7	4.5	4.5
Inexperienced	1.5	1.5	3	5.5	7	4	5.5
Prof.-Managerial	1.5	1.5	3	5.5	7	4	5.5
All Others	1	2	3	6	7	4.5	4.5
Total Respondents	1	2	3	5.5	7	4	5.5

<sup>a</sup>Administrative Areas:

- I Instructional Leadership
- II Selection and Management of Staff
- III Management of Pupil Personnel
- IV Provision and Maintenance of School Facilities
- V School Finance
- VI Administrative Organization and Structure
- VII Public Relations.





Administrative Organization and Structure, and thus a ranking of 4.5 was assigned to each area.

In the administrative areas of Public Relations and Provision and Maintenance of School Facilities, the total respondents and all sub-groups except the appointed, chairmen, experienced and all-others sub-groups ranked these areas as being of equal importance. Therefore, a rank of 5.5 was assigned to these two areas for all sub-groups except the appointed, experienced and all-others sub-groups which ranked Public Relations evenly with Administrative Organization and Structure and ranked the area of Provision and Maintenance of School Facilities as the sixth most important function.

The administrative area of School Finance was ranked as the least important function of the supervising principal by the total respondents and all eight sub-groups.

### Summary

It is evident from the rankings of the administrative areas that school board members in Nova Scotia expect the supervising principal's chief responsibility to be that of instructional leader within the school system. One can also conclude that the respondents ranked the remaining administrative areas in the order in which they felt these areas were related to Instructional Leadership. It is apparent that the respondents felt the areas of Selection of Staff Personnel and Management of Pupil Personnel to be most closely related to Instructional Leadership and hence ranked them next in order behind Instructional Leadership. School board members in Nova Scotia considered the area of



Administrative Organization and Structure to be a fairly important function of the supervising principal as they ranked the area fourth in order of importance.

One can further conclude that school board members felt that the administrative areas of Public Relations and Provision and Maintenance of School Facilities to be of equal importance as functions of the supervising principal. These areas were ranked behind Administrative Organization and Structure.

As all sub-groups and the total respondent group ranked the area of School Finance last, one can conclude that school board members do not expect the supervising principal to assume a very active role in this area. This is an area where the secretary-treasurer of the district is probably much more active than the supervising principal.



## REFERENCES FOR CHAPTER IV

1. Finlay, J. H. "Expectations of School Boards for the Role of Provincially Appointed Superintendent of Schools in Alberta." Unpublished Master's thesis, University of Alberta, Edmonton, 1961.
2. Stafford, H. D. "Expectations of School Trustees for the Role of the District Superintendent of Schools in British Columbia." Unpublished Master's thesis, University of Alberta, Edmonton, 1964.





## CHAPTER V

### COMPARISON OF EXPECTATIONS OF SCHOOL BOARD MEMBERS AND SUPERVISING PRINCIPALS

The previous chapter presented a discussion of the expectancies of four paired groups of school board members for the role of supervising principal in Nova Scotia. Chapter V presents a comparison of the expectations of the school board members as a group with those of the supervising principals. Tables XLIII to LVI present in tabular form both the frequencies and percentages with which both school board members and supervising principals responded to the thirty-seven tasks of the questionnaire. The attention of the reader is drawn to those instances in which a significant difference was found between the expectations of the two groups.

A comparison of the rankings assigned to each of the seven administrative areas by the two groups is included in the last section of the chapter. Any differences in the assigned rankings are brought to the attention of the reader during the discussion which accompanies the tabular representation of the rankings.

In this chapter no attempt is made to compare the expectations of any of the paired groups with those of the supervising principals. The chapter is only devoted to a comparison of the expectations of the total respondent group of board members with those of the supervising principals.



## I. INSTRUCTIONAL LEADERSHIP

Tables XLIII and XLIV show, in both frequencies and percentages, the expectancies of both groups to five tasks in the administrative area of Instructional Leadership.

Both groups expressed the opinion that the supervising principal should perform the following four tasks independently of board direction:

1. Improving instruction through visiting classrooms and conferring with teachers.
2. Organizing teacher study groups, etc., aimed at improving the quality of instruction.
3. Evaluating the work of teachers and reporting regularly to the board.
4. Encouraging teachers to improve their qualifications by attending summer school, taking night classes, etc.

It appears that board members consider the supervising principal to be proficient in these tasks and as a result are willing to delegate him almost full responsibility for their performance. As both groups preferred a role of independent action for the performance of these tasks, it seems that there are few, if any, conflicting expectations among the board members and supervising principals on these particular tasks.

Although both groups favored the task of planning the programme of instruction for the schools to be performed by the supervising principal under the direction of the board, it is interesting to note that 32.5 per cent of the principals as compared with only 20 per cent



TABLE XLIII

FREQUENCIES OF RESPONSES OF 40 PRINCIPALS AND 105 BOARD MEMBERS TO FIVE  
TASKS IN THE ADMINISTRATIVE AREA OF INSTRUCTIONAL LEADERSHIP

Tasks	Expectancies for Principal's Role							
	Independent Action	Under Board Direction		Advisory Capacity		No Responsibility		
		Princ. Members	Princ.	Board Members	Princ.	Board Members	Princ.	Board Members
1. Improving instruction through supervision	38	95	2	6	0	3	0	1
2. Organizing teacher conferences, etc.	32	81	6	15	2	5	0	4
3. Evaluating teachers	22	75	11	22	5	5	2	3
4. Encouraging continued teacher education	28	61	5	18	5	19	2	7
5. Planning school program	8	31	16	46	13	21	3	7

<sup>a</sup>An "a" at the right of any column indicates that a difference at the .05 level of significance was found between the expectancies of the two groups on that particular task.





TABLE XLIV

PERCENTAGES OF RESPONSES OF 40 PRINCIPALS AND 105 BOARD MEMBERS TO FIVE TASKS IN THE ADMINISTRATIVE AREA OF INSTRUCTIONAL LEADERSHIP

Task	Expectancies for Principal's Role							
	Independent Action		Under Board Direction		Advisory Capacity		No Responsibility	
	Princ.	Board Members	Princ.	Board Members	Princ.	Board Members	Princ.	Board Members
1. Improving instruction through supervision	95.0	90.5	5.0	5.7	0.0	2.9	0.0	1.0
2. Organizing teacher conferences, etc.	80.0	77.1	15.0	14.3	5.0	4.8	0.0	3.8
3. Evaluating teachers	55.0	71.4	27.5	21.0	12.5	4.8	5.0	2.9
4. Encouraging continued teacher education	70.0	58.1	12.5	17.1	12.5	18.1	5.0	6.7
5. Planning school program	20.0	29.5	40.0	43.8	32.5	20.0	7.5	6.7

<sup>a</sup> An "a" at the right of any column indicates that a difference at the .05 level of significance was found between the expectancies of the two groups on that particular task.



of the board members favored an advisory role.

It is possible to conclude from these findings that the respondents were in agreement in their expectations for the role of supervising principal in the area of Instructional Leadership. Thus, it appears as though little conflict should exist between the board members and supervising principals on any of the five tasks in this area.

## II. SELECTION AND MANAGEMENT OF STAFF PERSONNEL

A comparison of the expectations of school board members and supervising principals in both percentages and frequencies is presented in Tables XLV and XLVI.

Both the supervising principals and the school board members expressed the opinion that the task of selecting and placing teachers should be performed under the direction of the board, although 37.5 per cent of the principals and 27.6 per cent of the board members preferred a role of independent action.

A significant difference was found between the two groups in the task of selecting and placing vice-principals. Of the principals, 42.5 per cent considered that the task should be performed independently of board direction whereas only 13.3 per cent of the board members expressed the same view. In contrast, 46.7 per cent of the board members expressed the opinion that the task should be performed under board direction.

About 40 per cent of the respondents in each group felt that the supervising principal should perform the task of selecting and directing the work of professional assistants under board direction. However, almost as many in each group expressed the opinion that the principal's



TABLE XLV

FREQUENCIES OF RESPONSES OF 40 PRINCIPALS AND 105 BOARD MEMBERS TO SIX TASKS IN THE ADMINISTRATIVE AREA OF SELECTION OF STAFF

Tasks	Expectancies for Principal's Role									
	Independent Action		Under Board Direction		Advisory Capacity		No Responsibility			
	Board		Board		Board		Board		Board	
	Princ.	Members	Princ.	Members	Princ.	Members	Princ.	Members	Princ.	Members
1. Selecting & placing teachers	15	29	18	41	7	32	0	3		
2. Selecting vice-principals	17	14	15	49	8	38	0	4 <sup>a</sup>		
3. Selecting & directing prof. assistants	14	35	16	45	9	21	1	4		
4. Employing non-professional staff	0	0	6	9	15	13	19	83 <sup>a</sup>		
5. Keeping personnel records of staff	22	75	6	10	4	6	8	14		
6. Promoting general staff welfare	23	56	13	29	4	18	0	2		

<sup>a</sup>An "a" at the right of any column indicates that a difference at the .05 level of significance was found between the expectancies of the two groups on that particular task.





TABLE XLVI

PERCENTAGES OF RESPONSES OF 40 PRINCIPALS AND 105 BOARD MEMBERS TO SIX  
TASKS IN THE ADMINISTRATIVE AREA OF SELECTION OF STAFF

Tasks	Expectancies for Principal's Role									
	Independent Action	Under Board Direction			Advisory Capacity			No Responsibility		
	Princ. Members	Princ.	Board Members	Board Members	Princ.	Princ.	Board Members	Princ.	Princ.	Board Members
1. Selecting & placing teachers	37.5	27.6	45.0	39.0	17.5	30.5	0.0	2.9		
2. Selecting vice-principals	42.5	13.3	37.5	46.7	20.0	36.2	0.0	3.8 <sup>a</sup>		
3. Selecting & directing prof. assistants	35.0	33.3	40.0	42.9	22.5	20.0	2.5	3.8		
4. Employing non-professional staff	0.0	0.0	15.0	8.6	37.5	12.4	47.5	79.0 <sup>a</sup>		
5. Keeping personnel records of staff	55.0	71.4	15.0	9.5	10.0	5.7	20.0	13.3		
6. Promoting general staff welfare	57.5	53.3	32.5	27.6	10.0	17.1	0.0	1.9		

<sup>a</sup>An "a" at the right of any column indicates that a difference at the .05 level of significance was found between the expectancies of the two groups on that particular task.



role should be one of independent action.

For the task of employing non-professional staff, a significant difference was found between the expectations of the two groups. Almost 80 per cent of the board members favored a role of no responsibility, while 47.5 per cent of the principals favored the same role and 37.5 per cent preferred an advisory role. It is interesting to note that not one respondent in either group chose a role of independent action for the principal on this task. Board members generally wished to maintain full control for employing non-professional staff, although a small percentage would give their supervising principal an advisory role.

Both groups expressed the opinion that the task of keeping personnel records of teaching staff should be performed independently of board direction. It seems that board members wanted to delegate almost full responsibility to the principal for the performance of this task.

Table XLVI reveals that a majority of both groups considered the task of promoting the general welfare of the staff to be one in which the principal's role should be one of independent action. Over 50 per cent of the respondents in each group indicated a preference for this role. The evidence presented in this table suggests that although the board members express a concern for promoting the general welfare of the staff, they are willing to delegate responsibility to the principal for the performance of this task.

### III. MANAGEMENT OF PUPIL PERSONNEL

Tables XLVII and XLVIII illustrate that a majority of both board members and principals expressed quite strongly that four of the eight



TABLE XLVII

FREQUENCIES OF RESPONSES OF 40 PRINCIPALS AND 105 BOARD MEMBERS TO EIGHT  
TASKS IN THE ADMINISTRATIVE AREA OF PUPIL PERSONNEL

Tasks	Expectancies for Principal's Role							
	Independent Action		Under Board Direction		Advisory Capacity		No Responsibility	
	Board		Board		Board		Board	
	Princ.	Members	Princ.	Members	Princ.	Members	Princ.	Members
1. Planning for pupil admissions	24	60	10	25	6	17	0	3
2. Developing pupil grading procedures	34	92	4	7	2	4	0	2
3. Organizing pupil transportation	0	2	7	18	14	29	19	56
4. Planning recreation facilities	5	6	10	31	24	55	1	13
5. Providing job and education information	31	78	2	5	3	16	4	6
6. Keeping pupil personnel records	30	92	2	4	2	4	6	5
7. Providing for pupil safety	10	27	19	36	8	34	3	8
8. Dealing with cases of suspension, etc.	18	29	16	57	6	16	0	3

<sup>a</sup>An "a" at the right of any column indicates that a difference at the .05 level of significance was found between the expectancies of the two groups on that particular task.





TABLE XLVIII

PERCENTAGES OF RESPONSES OF 40 PRINCIPALS AND 105 BOARD MEMBERS TO EIGHT  
TASKS IN THE ADMINISTRATIVE AREA OF PUPIL PERSONNEL

Tasks	Expectancies for Principal's Role							
	Independent Action		Under Board Direction		Advisory Capacity		No Responsibility	
	Princ.	Board Members	Princ.	Board Members	Princ.	Board Members	Princ.	Board Members
1. Planning for pupil admissions	60.0	57.1	25.0	23.8	15.0	16.2	0.0	2.9
2. Developing pupil grading procedures	85.0	87.6	10.0	6.7	5.0	3.8	0.0	1.9
3. Organizing pupil transportation	0.0	1.9	17.5	17.1	35.0	27.6	47.5	53.3
4. Planning recreation facilities	12.5	5.7	25.0	29.5	60.0	52.4	2.5	12.4
5. Providing job and education information	77.5	74.3	5.0	4.8	7.5	15.2	10.0	5.7
6. Keeping pupil personnel records	75.0	87.6	5.0	3.8	5.0	3.8	15.0	4.8
7. Providing for pupil safety	25.0	25.7	47.5	34.3	20.0	32.4	7.5	7.6
8. Dealing with cases of suspension, etc.	45.0	27.6	40.0	54.3	15.0	15.2	0.0	2.9

<sup>a</sup>An "a" at the right of any column indicates that a difference at the .05 level of significance was found between the expectancies of the two groups on that particular task.



tasks in the area of Pupil Personnel should be performed independently of board direction. A further examination of the table illustrates that these tasks were:

1. Planning and organizing for feeder school pupils.
2. Developing procedures for estimating how well pupils are doing in school.
3. Providing students with information about future job and educational opportunities.
4. Keeping pupil personnel records.

As these four tasks tended to be directly concerned with pupil personnel in a classroom setting, board members appeared to be willing to delegate almost full responsibility to the principal for the performance of them. The expectations of principals and board members for these tasks are congruent, and thus little conflict should exist between the groups in the performance of these tasks.

Both groups expressed the opinion that the principal should assume a role of no responsibility for the task of organizing pupil transportation services. Table XLVIII shows that 47.5 per cent of the principals and 53.3 per cent of the board members preferred this role.

Over 50 per cent of the respondents in each group expressed the view that the principal should serve as advisor to the board regarding the task of planning for provision of adequate recreational facilities. Very few respondents in either group chose the roles of independent action and no responsibility.

The task of providing for pupil safety was seen by both groups as one which should be performed by the principal under the direction of





the board. Almost one-quarter of the respondents in each group viewed the principal's role as one of independent action. A further 32.4 per cent of the board members favored an advisory role for the principal.

Slightly over 50 per cent of the board members felt that the task of dealing with cases of suspension, expulsion, irregular attendance and other special problems should be performed by the principal under the direction of the board. However, principals expected the task to be performed independently of board direction, although the difference in opinion was not large enough to be considered significant. With the exception of this task, board members and principals were in almost full agreement as to the role which the principal should assume regarding the performance of the remaining tasks in the area of Pupil Personnel.

#### IV. PROVISION AND MAINTENANCE OF SCHOOL FACILITIES

Respondents in both groups expressed the opinion that in three of the seven tasks in the area of Provision and Maintenance of School Facilities the supervising principal should act in an advisory capacity. Although the opinions were not strongly expressed, over half of the respondents in each group favored an advisory role. The tasks in which this opinion was expressed were:

1. Making certain in preliminary planning that there is adequate provision for educational planning.
2. Providing the board with information for the formulation of policy governing the use of school facilities by the public.
3. Estimating the building needs of the school system.





Tables XLIX and L illustrate that a significant difference was found between the expectations of the two groups on three tasks in the area of Provision and Maintenance of School Facilities.

Both groups felt that the task of estimating the building needs of the school system should be one in which the principal should act as advisor, but 27.6 per cent of the board members favored a role of no responsibility whereas none of the principals favored a similar role. Board members expressed the view that the principal should have no responsibility for the tasks of selecting school sites and developing an efficient programme of plant operation; however, the principals generally felt that they should serve as advisor to the board. For the task of handling the requests of teachers for materials and equipment, the principals' expectancies were divided evenly between a role of independent action and performance of the task under board direction. In contrast, 48.6 per cent of the board members felt that the principal should act under board direction and only 30.5 per cent preferred a role of independent action.

School board members generally felt that the supervising principal should act as advisor to the board in this administrative area. They probably consider him to be a resource person who can provide them with valuable information and assistance in this area of school planning and operation. As the two groups differed significantly in their expectations for three tasks in the area, it is obvious that conflict could arise between the groups due to this incongruence of expectations for the role of supervising principal.



TABLE XLIX

FREQUENCIES OF RESPONSES OF 40 PRINCIPALS AND 105 BOARD MEMBERS TO SEVEN TASKS IN THE ADMINISTRATIVE AREA OF PROVISION AND MAINTENANCE OF SCHOOL FACILITIES

Tasks	Expectancies for Principal's Role									
	Independent Action		Under Board Direction		Advisory Capacity		No Responsibility			
	Board		Board		Board		Board		Board	
	Princ.	Members	Princ.	Members	Princ.	Members	Princ.	Members	Princ.	Members
1. Estimating system building needs	3	5	6	13	31	58	0	29 <sup>a</sup>		
2. Selecting school sites	0	2	3	4	27	17	10	82 <sup>a</sup>		
3. Provision for educational needs	2	10	9	19	26	62	3	14		
4. Developing plant operation programme	5	12	11	29	18	31	6	33		
5. Developing maintenance programme	3	5	7	22	18	32	12	46		
6. Policy regarding public use of school	6	4	7	26	22	57	5	18		
7. Handling teacher requisitions	19	32	19	51	2	19	0	3 <sup>a</sup>		

<sup>a</sup>An "a" at the right of any column indicates that a difference at the .05 level of significance was found between the expectancies of the two groups on that particular task.



TABLE I

PERCENTAGES OF RESPONSES OF 40 PRINCIPALS AND 105 BOARD MEMBERS TO SEVEN TASKS IN THE ADMINISTRATIVE AREA OF PROVISION AND MAINTENANCE OF SCHOOL FACILITIES

Tasks	Expectancies for Principal's Role									
	Independent Action		Under Board Direction		Advisory Capacity		No Responsibility			
	Board		Board		Board		Board		Board	
	Princ.	Members	Princ.	Members	Princ.	Members	Princ.	Members	Princ.	Members
1. Estimating system building needs	7.5	4.8	15.0	12.4	77.5	55.2	0.0	27.6 <sup>a</sup>		
2. Selecting school sites	0.0	1.9	7.5	3.8	67.5	16.2	25.0	78.1 <sup>a</sup>		
3. Provision for educational needs	5.0	9.5	22.5	18.1	65.0	59.0	7.5	13.3		
4. Developing plant operation programme	12.5	11.4	27.5	27.6	45.0	29.5	15.0	31.4		
5. Developing maintenance programme	7.5	4.9	17.5	21.0	45.0	30.5	30.0	43.8		
6. Policy regarding public use of school	15.0	3.8	17.5	24.8	55.0	54.3	12.5	17.1		
7. Handling teacher requisitions	47.5	30.5	47.5	48.6	5.0	18.1	0.0	2.9 <sup>a</sup>		

<sup>a</sup>An "a" at the right of any column indicates that a difference at the .05 level of significance was found between the expectancies of the two groups on that particular task.





## V. SCHOOL FINANCE

Tables LI and LII include the two tasks in the administrative area of School Finance. On both tasks the greatest percentage of school board members preferred that the supervising principal act as advisor to the board. Principals favored an advisory role for the task of budgeting for school operations, but their expectancies were equally divided between the roles of advisor and performing under board direction for the task of preparing specifications for the purchase of supplies and equipment.

A significant difference was found between the two groups on the task of budgeting for school operations. About 50 per cent of both groups favored an advisory role, but 34.3 per cent of the school board members preferred a role of no responsibility while 32.5 per cent of the principals expressed the opinion that the task should be performed under board direction.

Table LII shows that while 25 per cent of the principals favored a role of independent action, only 10.5 per cent of the board members expressed a similar opinion for the task of preparing specifications for the purchase of supplies and equipment.

## VI. ADMINISTRATIVE ORGANIZATION AND STRUCTURE

The four tasks in the area of Administrative Organization and Structure are contained in Tables LIII and LIV. Frequencies of responses are contained in Table LIII and percentages of responses are found in Table LIV.



TABLE LI

FREQUENCIES OF RESPONSES OF 40 PRINCIPALS AND 105 BOARD MEMBERS TO TWO  
TASKS IN THE ADMINISTRATIVE AREA OF SCHOOL FINANCE

Tasks	Expectancies for Principal's Role							
	Independent Action		Under Board Direction		Advisory Capacity		No Responsibility	
	Princ.	Board Members	Princ.	Board Members	Princ.	Board Members	Princ.	Board Members
1. Budgeting for school operations	2	4	13	13	19	52	6	36 <sup>a</sup>
2. Planning purchase of supplies	10	12	13	29	13	52	4	13

<sup>a</sup>An "a" at the right of any column indicates that a difference at the .05 level of significance was found between the expectancies of the two groups on that particular task.



TABLE LII

PERCENTAGES OF RESPONSES OF 40 PRINCIPALS AND 105 BOARD MEMBERS TO TWO TASKS IN THE ADMINISTRATIVE AREA OF SCHOOL FINANCE

Tasks	Expectancies for Principal's Role						
	Independent Action	Under Board Direction	Advisory Capacity	No Responsibility			
	Princ. Board Members	Princ. Board Members	Princ. Board Members	Princ. Board Members	Princ. Board Members	Princ. Board Members	Princ. Board Members
1. Budgeting for school operations	5.0	3.8	32.5	12.4	47.5	49.5	15.0 34.3 <sup>a</sup>
2. Planning purchase of supplies	25.0	10.5	32.5	27.5	32.5	49.5	10.0 12.4

<sup>a</sup>An "a" at the right of any column indicates that a difference at the .05 level of significance was found between the expectancies of the two groups on that particular task.





TABLE LIII

FREQUENCIES OF RESPONSES OF 40 PRINCIPALS AND 105 BOARD MEMBERS TO FOUR TASKS IN THE ADMINISTRATIVE AREA OF ADMINISTRATIVE ORGANIZATION AND STRUCTURE

Tasks	Expectancies for Principal's Role							
	Independent Action		Under Board Direction		Advisory Capacity		No Responsibility	
	Board		Board		Board		Board	
	Princ.	Members	Princ.	Members	Princ.	Members	Princ.	Members
1. Developing long-range plans	10	17	14	23	16	51	0	14 <sup>a</sup>
2. Organizing school centralizations	1	4	15	25	24	50	0	26 <sup>a</sup>
3. Planning system administrative organization	25	42	12	33	3	21	0	9 <sup>a</sup>
4. Organizing local planning groups	10	25	11	30	14	23	5	27

<sup>a</sup>An "a" at the right of any column indicates that a difference at the .05 level of significance was found between the expectancies of the two groups on that particular task.



TABLE LIV

PERCENTAGES OF RESPONSES OF 40 PRINCIPALS AND 105 BOARD MEMBERS TO FOUR TASKS IN THE ADMINISTRATIVE AREA OF ADMINISTRATIVE ORGANIZATION AND STRUCTURE

Tasks	Expectancies for Principal's Role							
	Independent Action		Under Board Direction		Advisory Capacity		No Responsibility	
	Board		Board		Board		Board	
	Princ.	Members	Princ.	Members	Princ.	Members	Princ.	Members
1. Developing long-range plans	25.0	16.2	35.0	21.9	40.0	48.6	0.0	13.3 <sup>a</sup>
2. Organizing school centralizations	2.5	2.8	37.5	23.8	60.0	47.6	0.0	24.8 <sup>a</sup>
3. Planning system administrative organization	62.5	40.0	30.0	31.4	7.5	20.0	0.0	8.6 <sup>a</sup>
4. Organizing local planning groups	25.0	23.8	27.5	28.6	35.0	21.9	12.5	25.7

<sup>a</sup>An "a" at the right of any column indicates that a difference at the .05 level of significance was found between the expectancies of the two groups on that particular task.



For the task of planning the administrative organization within the school system, 62.5 per cent of the principals and 40.0 per cent of the board members preferred a role of independent action for the supervising principal on this task. A significant difference was found between the two groups on this task. While none of the principals favored a role of no responsibility and only 7.5 per cent favored an advisory role, 8.6 per cent of the board members preferred a role of no responsibility and 20 per cent felt that the principal should act as an advisor to the board.

A significant difference was also found between the two groups on the task of planning and organizing school system centralizations. Both groups favored a role of advisor for this task, but almost one-quarter of the school board members preferred a role of no responsibility, while none of the principals expressed the same opinion.

The two groups differed significantly on the task of developing long-range plans for the orderly growth and improvement of the school system. A majority of the members of each group expressed the opinion that the principal should serve as an advisor to the board with 40 per cent of the principals and 48.6 per cent of the board members favoring this role. In contrast, 13.3 per cent of the board members preferred a role of no responsibility while none of the principals expressed a similar opinion.

Responses of both groups were about evenly divided among the four possible roles with approximately one-quarter of the respondents in each group responding to each of the four possible roles in the task of organizing local groups or committees for participation in educational





planning and activities.

## VII. PUBLIC RELATIONS

The administrative area of Public Relations included the five tasks which are presented in Tables LV and LVI. In three of these tasks a majority of the respondents in each group felt that the principal's role should be one of independent action. These tasks were:

1. Explaining to the public what we are trying to do in the schools.
2. Giving active support to worthy community efforts.
3. Maintaining good relations with the local press.

Significant differences were found between the two groups on the two remaining tasks in this area. On the task of interpreting school board policy to the public, 43.8 per cent of the board members favored a role of no responsibility for the principal whereas 45 per cent of the principals felt that the task should be performed under the direction of the board. Board members generally favored a role of no responsibility for the task of interpreting provincial acts and regulations to the board and public. For this task 53.3 per cent preferred a role of no responsibility while the responses of the principals were almost evenly divided between the roles of independent action and advisor.

Board members quite clearly expressed the opinion that tasks involving interpretation of school board policy and provincial acts and regulations should not be the responsibility of the principal. Principals, on the other hand, felt that the principal should serve as advisor to the board or the task should be performed under board direction.



TABLE LV

FREQUENCIES OF RESPONSES OF 40 PRINCIPALS AND 105 BOARD MEMBERS TO FIVE  
TASKS IN THE ADMINISTRATIVE AREA OF PUBLIC RELATIONS

Tasks	Expectancies for Principal's Role							
	Independent Action		Under Board Direction		Advisory Capacity		No Responsibility	
	Board		Board		Board		Board	
	Princ.	Members	Princ.	Members	Princ.	Members	Princ.	Members
1. Explaining school policy to public	23	52	12	30	5	9	0	14
2. Interpreting school board policy	9	18	18	33	9	8	4	46 <sup>a</sup>
3. Interpreting provincial acts & regulations	12	16	10	10	13	23	5	56 <sup>a</sup>
4. Supporting worthy community efforts	20	70	6	12	9	9	5	14
5. Maintaining good press relations	24	70	5	13	8	7	3	15

<sup>a</sup>An "a" at the right of any column indicates that a difference at the .05 level of significance was found between the expectancies of the two groups on that particular task.



TABLE LVI

PERCENTAGES OF RESPONSES OF 40 PRINCIPALS AND 105 BOARD MEMBERS TO FIVE  
TASKS IN THE ADMINISTRATIVE AREA OF PUBLIC RELATIONS

Tasks	Expectancies for Principal's Role							
	Independent Action		Under Board Direction		Advisory Capacity		No Responsibility	
	Princ.	Board Members	Princ.	Board Members	Princ.	Board Members	Princ.	Board Members
1. Explaining school policy to public	57.5	49.5	30.0	28.6	12.5	8.6	0.0	13.3
2. Interpreting school board policy	22.5	17.1	45.0	31.4	22.5	7.6	10.0	43.8 <sup>a</sup>
3. Interpreting provincial acts & regulations	30.0	15.2	25.0	9.5	32.5	21.9	12.5	53.3 <sup>a</sup>
4. Supporting worthy community efforts	50.0	66.7	15.0	11.4	22.5	8.6	12.5	13.3
5. Maintaining good press relations	60.0	66.7	12.5	12.4	20.0	6.7	7.5	14.3

<sup>a</sup>An "a" at the right of any column indicates that a difference at the .05 level of significance was found between the expectancies of the two groups on that particular task.





In the tasks related to maintaining good public relations within the community, both groups felt that the principal's role should be one of independent action. The board members no doubt felt that the principal possessed the necessary skills to maintain good relations with the community.

VIII. A SUMMARY OF THE COMPARISON OF THE EXPECTATIONS OF  
SCHOOL BOARD MEMBERS AND PRINCIPALS FOR THE  
ROLE OF SUPERVISING PRINCIPAL

Generally the respondents felt that in the area of Instructional Leadership the supervising principal should perform independently of board direction. For the task of planning the programme of instruction, both groups expressed the opinion that the principal should perform the task under board direction. Board members apparently consider the supervising principal to be a technically competent person who is capable of performing these tasks independently of board direction.

In the area of Selection and Management of Staff Personnel, both groups of respondents felt that the supervising principal should have no responsibility for employing non-professional staff. For the tasks of selecting administrative staff, professional staff and teachers both groups expressed the opinion that the supervising principal should act under the direction of the board. Only in those tasks of keeping personnel records and promoting general staff welfare did the respondents of both groups feel that the principal should act independently of board direction. Significant differences were found between the two



groups of respondents on the tasks of selecting vice-principals and employing non-professional staff.

The respondents generally favored a role of independent action for those tasks in the area of Pupil Personnel which dealt directly with the everyday operation of the classrooms. In the tasks concerned with the overall policy regarding the total school system, both groups preferred the roles of advisor or operating under board direction. Only in the task of planning pupil transportation services did both groups of respondents favor a role of no responsibility. Board members and principals did not have conflicting expectations on any of the tasks in this area, although they did disagree slightly on the task of dealing with cases of suspension, expulsion, etc.

In the area of Provision and Maintenance of School Facilities the two groups expressed conflicting expectations for the tasks of estimating system building needs, selecting school sites and handling teacher requisitions for supplies and equipment. The greatest conflict occurred on the tasks of estimating the system building needs and selecting school sites, where the principals preferred an advisory role and the board members felt that the principal should have no responsibility. On the other four tasks in this area, both groups favored an advisory role for the principal.

School board members expressed the opinion that tasks dealing with school construction, planning and maintenance should not be the responsibility of the principal. Everyday operational tasks should be performed under board direction or the principal should act as advisor





to the board. Board members do not feel that the principal should concern himself too much with the tasks in this area. The writer would suggest that the secretary-treasurers are much more active in this area than the supervising principals.

School Finance was an area where both groups favored an advisory role. A significant difference was found between the responses of the two groups on the task of budgeting for school operations. Where a task involves the expenditure of money, board members want the principals to either serve as advisors or assume no responsibility for the task. Again, in this area, the writer would suggest that the secretary-treasurers are more active than the supervising principals as they, in many instances, control the strings to the purse.

On three of the four tasks in the area of Administrative Organization and Structure, the two groups expressed conflicting expectations. Both groups generally favored an advisory role for the tasks of developing long-range plans for orderly growth and improvement of the school system and organizing school system centralizations, but while 13.3 and 24.8 per cent of the board members favored no responsibility, none of the principals expressed a similar opinion. For the task of organizing local groups for participation in educational planning, both groups gave an equal percentage of responses to each of the four possible roles. The general feeling expressed by both groups was that the supervising principal should serve as advisor to the board in this area.

In the area of Public Relations, the three tasks which pertained





to developing and maintaining good relations within the community were considered by both groups as tasks which should be performed independently of board direction. On the other two tasks there were conflicting expectations between the two groups, as a majority of the board members favored a role of no responsibility while the principals preferred a role as advisor or performance of the tasks under board direction. Board members no doubt felt that the Inspector of Schools should interpret provincial acts and regulations and that they, as elected representatives of the people, should interpret school board policy to the public.

IX. COMPARISON OF THE RANKS ASSIGNED TO THE ADMINISTRATIVE  
AREAS BY SUPERVISING PRINCIPALS AND  
SCHOOL BOARD MEMBERS

Both supervising principals and the school board members were asked to rank the seven administrative areas in the order in which they considered them to be important as administrative functions of the supervising principal. The median ranks assigned to the seven areas by each of the groups are presented in Table LVII. Table LVIII shows the ranks assigned to the seven areas after a Wilcoxon matched-pairs signed-ranks test (2, pp. 75-83) had been applied in order to determine whether or not the differences in ranks assigned were large enough to be considered significant.

Table LVIII illustrates that both groups ranked the administrative area of Instructional Leadership as the most important function of



TABLE LVII

COMPARISON OF THE RANK MEDIANS FOR SCHOOL BOARD MEMBERS  
AND SUPERVISING PRINCIPALS ON THE SEVEN  
ADMINISTRATIVE AREAS

Respondents	Administrative Areas <sup>a</sup>						
	I	II	III	IV	V	VI	VII
Principals	1.43	2.06	3.29	5.13	6.57	3.94	4.26
Board Members	1.49	1.94	2.91	5.35	6.69	4.56	5.10

<sup>a</sup>Administrative Areas:

- I Instructional Leadership
- II Selection and Management of Staff
- III Management of Pupil Personnel
- IV Provision and Maintenance of School Facilities
- V School Finance
- VI Administration Organization and Structure
- VII Public Relations

TABLE LVIII

COMPARISON OF RANKS ASSIGNED TO THE SEVEN ADMINISTRATIVE AREAS  
BY SCHOOL BOARD MEMBERS AND SUPERVISING PRINCIPALS AFTER  
APPLICATION OF TEST FOR SIGNIFICANT DIFFERENCES

Respondents	Administrative Areas <sup>a</sup>						
	I	II	III	IV	V	VI	VII
Principals	1	2	3	6	7	4.5	4.5
Board members	1	2	3	5.5	7	4	5.5

<sup>a</sup>See Table LVII, above.



the supervising principal. A further examination of the table reveals that both respondent groups considered the area of Selection and Management of Staff to be second in importance and Management of Pupil Personnel was ranked as third in importance.

Supervising principals ranked the area of Provision and Maintenance of School Facilities sixth in importance, while school board members as a group ranked both the areas of Public Relations and Provision and Maintenance of School Facilities as fifth in importance. Therefore, the mean rank of 5.5 was assigned to the areas of Public Relations and Provision and Maintenance of School Facilities as the ranking assigned to these two areas by school board members.

School board members ranked the area of Administrative Organization and Structure as fourth in importance, while the principals ranked both the areas of Administrative Organization and Structure and Public Relations as fourth in importance. Thus, the mean rank of 4.5 was assigned to both areas as the ranking assigned to the two areas by the supervising principals.

### Summary

Each of the two groups assigned the highest rank to the area of Instructional Leadership. As Selection and Management of Staff and Management of Pupil Personnel are directly related to the instructional programme, both groups gave these areas the next highest rankings.

The areas of Administrative Organization and Structure, Provision and Maintenance of School Facilities, and Public Relations, although ranked differently by the two groups, were assigned the next





three rankings.

School Finance was ranked the least important of the supervising principal's administrative functions by both groups.



## REFERENCES FOR CHAPTER V

1. Ferguson, G. A. Statistical Analysis in Psychology and Education. Toronto: McGraw-Hill Book Co., Inc., 1959.
2. Siegel, Sydney. Non-Parametric Statistics for the Behavioral Sciences. New York: McGraw-Hill Book Co., Inc., 1956.



## CHAPTER VI

### SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

The concluding chapter of this study provides a summary of the study, including some of the pertinent conclusions arising from the findings reported previously. Recommendations and suggestions for further research in the area of role expectations of administrative personnel in Nova Scotia conclude this chapter.

#### I. SUMMARY OF THE PROBLEM, INSTRUMENTATION AND METHODOLOGY

##### Purposes

The major purpose of the study was to determine the expectations which school board members in Nova Scotia hold for the role of supervising principal in the administrative areas of: Instructional Leadership, Selection and Management of Staff, Management of Pupil Personnel, Provision and Maintenance of School Facilities, School Finance, Administrative Organization and Structure, and Public Relations.

A secondary purpose of the study was to compare the expectations of school board members for the role of supervising principal with the expectations of the principals for their own role.

##### Sub-Problems

This study dealt with seven sub-problems. The first four sub-problems were concerned with whether or not there was a difference





between the expectations of any of the paired groups used in the study.

Sub-problems five and six dealt with the rankings which were assigned to the seven administrative areas by each sub-group of the four paired groups and whether or not these rankings differed significantly.

The seventh sub-problem was concerned with a comparison of the expectations of school board members with those of supervising principals.

### Sample

The sample for this study included one hundred five school board members and forty supervising principals in Nova Scotia. To facilitate the analysis of the data the school board members were divided into paired groups. These groups were: chairmen and members, elected and appointed, experienced and inexperienced, and professional-managerial and all-other categories of occupational classifications.

### Instrumentation

One instrument was used in the study to solicit responses from both board members and supervising principals. This instrument, which was a modification of one used by Stafford (3, p. 116) to study the expectations of school trustees for the role of district superintendent in British Columbia, included thirty-seven tasks which were distributed throughout the seven administrative areas.

### Related Literature

Literature pertaining to the behavior of a role incumbent in a social system was examined in considerable detail in the study. The



behavior of a role incumbent is influenced not only by his needs-dispositions, but also by the expectations which alter groups hold for his position. Getzels and Guba (2, p. 429) have developed a conceptual model showing both the idiographic and nomothetic dimensions. The model illustrates the interaction of role expectations and how this interaction of role expectations and personality affects the behavior of the role incumbent.

A few of the studies which have been done in Canada and the United States regarding administrator-school board relationships were reviewed in considerable detail. The general findings revealed that administrators and school board members differed widely in their expectations for the administrator's role. These studies show that if conflict of expectations is to be prevented, there must be a clear definition of the administrator's role and this must be clearly understood by both board members and administrators.

### Collection of Data

Data for this study were collected by distributing a questionnaire to one hundred sixty-eight school board members and forty supervising principals in the province of Nova Scotia. A 63 per cent response was obtained from school board members while 80 per cent of the supervising principals returned their questionnaires in a usable form.

### Statistical Treatment

The responses of the four paired groups, as well as those of supervising principals, were tabulated in both frequencies and percentages.



Groups of respondents were compared by using a chi-square test of independence (1, p. 165) to determine if any significant differences existed between the groups. The .05 level of significance was used and a chi-square of 7.83, with three degrees of freedom, was required for significance on all tasks. When a chi-square of 7.83 or greater was obtained, the null hypothesis was rejected.

Both the school board members and the supervising principals ranked the seven administrative areas in the order in which they felt they were important as functions of the supervising principal. In order to determine whether or not the ranks assigned to the seven areas by the supervising principal, by the total respondent group of board members, and by each of the eight classifications of board members (for example, chairmen, appointed, experienced, etc.) differed significantly or not a Wilcoxon matched-pairs signed-ranks test (1, p. 269) was applied.

## II. SUMMARY OF FINDINGS

### Findings Related to Expectations of School Board Members

The expectations of school board members in Nova Scotia for the administrative roles of the supervising principal are briefly discussed in this section.

In the area of Instructional Leadership, most respondents expressed the opinion that all tasks except planning the programme of instruction should be performed independently of board direction. They felt that the supervising principal should plan the programme of instruction under





the direction of the board.

The supervising principal was expected to act under the direction of the board when selecting and placing professional staff. Respondents felt that the principal should have no responsibility for employing non-professional staff. The opinion was clearly expressed that the tasks involving promoting general staff welfare and keeping staff personnel records should be performed independently of board direction.

In the area of Management of Pupil Personnel the general expectancy for tasks directly related to the instructional programme was for a role of independent action. It was expected that the supervising principal should act under board direction for the tasks concerning pupil safety and problem pupils. An advisory role was indicated for the task of planning recreational facilities while most respondents favored a role of no responsibility for the task of planning pupil transportation services.

Respondents generally expressed the opinion that in the area of Provision and Maintenance of School Facilities the supervising principal should act in an advisory capacity or have no responsibility. An advisory role was indicated for the tasks of estimating building needs, planning for adequate provision of educational needs, and providing the board with information regarding the use of school facilities by the public. The principal should act under board direction when handling teachers' requests for supplies and equipment, but for the tasks of selecting school sites and developing efficient programmes of plant operation and maintenance he should assume a role of no responsibility.



In the area of School Finance, the supervising principal was to act as advisor to the board on both the tasks in this area.

The respondents expressed the opinion that in the area of Administrative Organization and Structure the supervising principal should serve as advisor on the tasks of developing long-range plans, and planning school centralizations. He should act under board direction when planning the administrative organization within the school system. The expectancies were almost evenly divided among the four possible roles on the task of organizing local planning groups or committees.

In the area of Public Relations, the principal was to act independently of board direction on the tasks dealing with developing and maintaining good relations within the community. When the tasks involved interpreting school board policy and provincial acts and regulations, the respondents indicated that the principal's role should be one of no responsibility.

#### Tasks on Which Significant Differences were Found

Significant differences were found on thirteen of the thirty-seven tasks, with differences between more than one of the paired groups occurring on three of the tasks.

On the task of organizing teacher study groups, conferences, etc., the professional-managerial and all-others occupational category expressed conflicting views. A significant difference was also found between the expectancies of this paired group on the task of planning the instructional programme for the school.

In the area of Selection and Management of Staff Personnel, the





professional-managerial and the all-others occupational categories expressed conflicting views on the tasks of selecting and placing teachers, selecting and placing vice-principals, and employing non-professional staff. A significant difference was found between the expectancies of the experienced and inexperienced members on the task of selecting and placing vice-principals. Board chairmen and members expressed significantly different opinions for the task of employing non-professional staff.

A significant difference was found between the expectancies of the professional-managerial and all-others categories on the task of organizing pupil transportation services. For the task of dealing with cases of suspension and expulsion experienced and inexperienced members expressed conflicting views regarding the role which the principal should assume.

Experienced and inexperienced respondents differed significantly in their expectations for the principal's role on the task of selecting school sites. The professional-managerial and all-others categories expressed conflicting views for the task of providing the board with information for the formulation of policy governing the use of school facilities by the public.

In the area of School Finance, the expectations of the professional-managerial and all-others categories differed significantly for the task of budgeting for school operations.

For the task of planning and organizing school centralizations, elected and appointed respondents differed in their expectations. Also the elected and appointed respondents, as well as the professional-





managerial and all-others categories expressed conflicting opinions for the task of planning the administrative organization within the school system.

In the area of Public Relations, chairmen and members differed in their expectations for the principal on the task of interpreting school board policy to the public.

#### Comparison of School Board and Principals' Expectations

Both groups generally felt that in the area of Instructional Leadership, all tasks except planning the school programme of instruction should be performed independently of board direction. They felt that this task should be performed under board direction.

In the area of Selection and Management of Staff Personnel, both groups expected the tasks of promoting general staff welfare and keeping staff records to be performed independently of board direction. The tasks of selecting professional staff and selecting and placing teachers should be performed under the direction of the board. These two groups differed in their expectations for the principal on the tasks of selecting vice-principals and employing non-professional staff.

Those tasks in the area of Pupil Personnel which dealt directly with the instructional programme should be performed independently of board direction whereas on the tasks of planning the recreational facilities, providing for pupil safety, and dealing with cases of suspension, etc., the principal should perform under board direction or in an advisory capacity. For the task of organizing pupil transportation services he should have no responsibility.



On the tasks relating to planning, construction and maintenance of the schools the board members favored a role of no responsibility, while principals felt that they should serve as advisor to the board. Both groups felt that on the remaining tasks in this area, the principal's role should be one of advisor.

In the area of School Finance both groups favored an advisory role, but for the task of budgeting for school operations over 30 per cent of the board members preferred a role of no responsibility.

For the task of organizing local planning groups both groups' opinions were divided almost evenly among the four possible roles. The two groups differed in their expectations for the tasks of planning the administrative organization of the system, developing long-range plans and organizing school centralizations with the principals favoring a role of independent action or advisor and the board members favoring a role of advisor with a good number favoring a role of no responsibility.

In the area of Public Relations both groups felt that the tasks regarding development and maintenance of good public relations with the community should be performed independently of board direction. For the tasks regarding interpretation of provincial acts and school board policy, the board members preferred a role of no responsibility while the principals favored a role of advisor.

#### Rankings Assigned to the Administrative Areas by School Board Members

The total respondent group of school board members ranked the seven administrative areas as follows:

1. Instructional Leadership
2. Selection and Management of Staff





3. Management of Pupil Personnel
4. Administrative Organization and Structure
- 5.5 Provision and Maintenance of School Facilities
- 5.5 Public Relations
7. School Finance

A ranking of 5.5 was assigned to the areas of Public Relations and Provision and Maintenance of School Facilities as the total respondent group gave equal rankings to these two areas.

School trustees in British Columbia gave the same rankings to the seven areas as did the school board members in Nova Scotia.

Comparison of the Rankings Assigned to the Administrative Areas by Principals and Board Members

Both the principals and board members ranked the area of Instructional Leadership as the most important function of the supervising principal. Selection and Management of Pupil Personnel was ranked as the third most important function. 'School Finance' was ranked as the least important function by both the principals and board members.

The principals ranked Provision and Maintenance of School Facilities sixth whereas the school board members assigned equal rankings to the areas of Public Relations and Provision and Maintenance of School Facilities. A ranking of 5.5 was assigned to each of these areas.

School board members ranked Administrative Organization and Structure fourth while principals ranked this area and Public Relations as being equally important. A rank of 4.5 was assigned to these two





areas. In general, both the principals and the school board members assigned equal rankings to those areas directly related to the instructional programme.

### III. CONCLUSIONS

School board members in Nova Scotia attached the greatest significance to the supervising principal's role as an instructional leader and expected him to perform the tasks related to this area independently of board direction. They probably recognize that the supervising principal is professionally trained and technically competent in this area and does not require their direction.

In the area of selection and employment of professional staff, school board members expect the principal to act under their direction. They expect him to direct the work of the professional staff, but they feel that he should have no responsibility for either the employment or the direction of non-professional staff. The fact that the area of Selection and Management of Staff was ranked second in importance to Instructional Leadership, leads one to conclude that school board members hold high regard for the supervising principal's services in the employment of professional staff, realizing fully the impact that careful selection of staff can have on the instructional programme.

The fact that School Finance was ranked least in importance leads to the conclusion that school board members want to retain very close control over school expenditures. They apparently feel that the supervising principal is not an expert in the area of finance. To further



illustrate this conclusion, school board members expected the supervising principal to assume little responsibility for those tasks in areas other than school finance which involved expenditures of funds.

The more capable and confident board members feel with respect to an administrative task, the less inclined they are to delegate authority to the supervising principal. Respondents in the professional-managerial group were more willing than those in the all-others category to delegate authority to the supervising principal for those tasks relating to the instructional programme, but they were less willing to delegate authority on the tasks involving spending of money. As school board members become more experienced it seems that they become more willing to have the principal serve as advisor on matters regarding the planning, construction and maintenance of schools.

There were few conflicting expectations between school board members on those tasks closely related to the instructional programme, but on tasks which involved school finance and planning, construction and maintenance of schools, the two groups expressed conflicting expectations.

From the findings of this study, one can conclude that school board members would like to employ men highly trained in the field of instructional supervision as supervising principals. It also appears that they would like to employ men as supervising principals who could serve as advisor on tasks which are not directly related to the instructional programme. It is obvious that if supervising principals are to meet the expectations of their school board members, they must be knowledgeable in all areas of administration and not just in tasks





relating to the instructional programme.

#### IV. RECOMMENDATIONS

School boards should have written policy which includes a clear definition of the role of the supervising principal. This policy should be developed in a cooperative manner and should be reviewed periodically in order to make necessary changes. Whenever the board employs a new supervising principal they should meet with him and clarify the policy which will determine the role he will play in that system.

Whenever changes in school board personnel occur, the new members should be made aware of the duties and responsibilities of the supervising principals employed by that system.

The training of supervising principals should not only prepare them for performing tasks in the area of instructional supervision, but should train them in those areas not related to the instructional programme where school board members expect the supervising principal to perform in an advisory capacity.

#### V. SUGGESTIONS FOR FURTHER RESEARCH

This study has been limited to the expectations of school board members for the role of the supervising principal in Nova Scotia. The supervising principal is only one of the personnel included in the administrative hierarchy of a Nova Scotia school system. Other administrative personnel generally found in a school system are principals, supervisors and superintendents.





Also, school board members are only one of the alter groups whose expectations influence the behavior of the administrator of a school system. Teachers, parents, locally-appointed supervisory personnel and Department of Education regulations may greatly influence the behavior of the administrator as they have set expectations for his role.

In light of the above discussion, the writer suggests that the following studies could be done in the area of role expectations for administrative personnel in Nova Scotia:

1. The expectations of teachers for the role of the supervising principal in Nova Scotia.
2. A comparison of the expectations of school board members, principals and teachers for the role of the supervising principal.
3. How does the supervising principal perceive his role in relation to the duties as set down by the Department of Education?
4. A comparison of the expectations of school board members for the roles of supervising principals, supervisors and superintendents in Nova Scotia.



## REFERENCES FOR CHAPTER VI

- Ferguson, G. A. Statistical Analysis in Psychology and Education.  
Toronto: McGraw-Hill Book Company, Inc., 1959.
- Getzels, J. W. and E. G. Guba. "Social Behavior and the Administrative Process," School Review, LXV (Winter, 1957), pp. 423-441.
- Stafford, H. D. "Expectations of School Trustees for the Role of the District Superintendent of Schools in British Columbia."  
Unpublished Master's thesis, University of Alberta, Edmonton, 1964.



## BIBLIOGRAPHY





## BIBLIOGRAPHY

### A. BOOKS

- Campbell, R. F., J. E. Corbally, and J. H. Ramseyer. Introduction to Educational Administration. Boston: Allyn and Bacon, Inc., 1962.
- Campbell, R. F., and R. T. Gregg (eds.). Administrative Behavior in Education. New York: Harper and Brothers Publishers, 1957.
- Downey, L. W. (ed.). The Skills of an Effective Principal. Edmonton: The Policy Committee, Leadership Course for School Principals, 1961.
- Ferguson, G. A. Statistical Analysis in Psychology and Education. Toronto: McGraw-Hill Book Co., Inc., 1959.
- Garrett, H. E., and R. S. Woodworth. Statistics in Psychology and Education. New York: Longmans, Green and Co., 1958.
- Henry, N. B. (ed.). The Dynamics of Instructional Groups. 60th Year-book of the N.S.S.E., Part II. Chicago: The University of Chicago Press, 1960.
- Linton, Ralph. The Study of Man. New York: Appleton-Century, 1936.
- Parsons, Talcott and Edward Shils. Toward a General Theory of Action.
- Sarbin, Theodore. "Role Theory," Handbook of Social Psychology, Vol. I. Gardner Lindzey (ed.). Reading: Addison-Wesley Publishing Co., Inc., 1954.
- Siegel, Sydney. Non-Parametric Statistics for the Behavioral Sciences. New York: McGraw-Hill Book Co., Inc., 1956.

### B. PERIODICALS

- Finlay, J. H. and A. W. Reeves. "Expectations of School Boards for the Role of Provincially Appointed Superintendent of Schools in Alberta," Alberta Journal of Educational Research, VII:2 (June, 1961), pp. 75-76.
- Getzels, J. W., and E. G. Guba. "Social Behavior and the Administrative Process," School Review, LXV (Winter, 1957), pp. 423-441.



Gross, Neal. "Easing Strains and Tensions Between Superintendents and Board Members," The Nation's Schools, LXV (October, 1955), pp. 43-47.

Singhawisai, Willars. "Degrees of Consensus on Role Expectations of the District High School Principal in Ontario as Perceived by the Principals, the Board Members and the Teachers," Ontario Journal of Educational Research, VII:3 (Spring, 1965), pp. 303-311.

#### C. UNPUBLISHED MATERIALS

Finlay, J. H. "Expectations of School Boards for the Role of the Provincially Appointed Superintendent of Schools in Alberta." Unpublished Master's thesis, University of Alberta, Edmonton, 1961.

Sletten, Vernon. "A Related Study of the Opinions of Montana School Board Members and Superintendents on Selected Board Policy Practices." Unpublished Doctoral dissertation, University of Oregon, Eugene, Oregon, 1954.

Stafford, H. D. "Expectations of School Trustees for the Role of District Superintendent of Schools in British Columbia." Unpublished Master's thesis, University of Alberta, Edmonton, 1964.

#### D. PUBLICATIONS OF THE GOVERNMENT

Dominion Bureau of Statistics, Education Division. The Organization and Administration of Public Education in Canada. Ottawa: The Queen's Printer, 1960.

Simpson, Raymond (ed.). Education Office Gazette, IX:2. Halifax: Department of Education, March, 1960.



## APPENDIX





## APPENDIX A

### THE QUESTIONNAIRE

#### AN ANALYSIS OF THE EXPECTATIONS OF SCHOOL BOARD MEMBERS FOR THE ROLE OF THE SUPERVISING PRINCIPAL IN NOVA SCOTIA

This study is designed to learn what you think a supervising principal in Nova Scotia should do in certain administrative areas. The study is NOT concerned with what your supervising principal may be doing at the present time, but with what you think he should be doing.

#### DIRECTIONS

On the following pages are some administrative tasks which the supervising principal might be expected to perform. For each item, please circle the code letter at the right which best indicates your expectations for the supervising principal's role. Below are 4 ways in which you might expect your supervising principal to act.

#### CODE LETTER

- a The supervising principal should perform this duty independent of board direction.
- b The supervising principal should be responsible for the performance of this duty under the direction of the board.
- c The supervising principal should act in an advisory role in this case.
- d This should not be considered the responsibility of the supervising principal.



EXAMPLE

Planning for pupil personnel services  
(guidance services, special education, etc.)

a (b) c d

The example indicates that you feel this task should be performed by the supervising principal under board direction. If code letter "a" were circled it would indicate that you feel the supervising principal should perform this task independent of board direction. Code letter "c" would indicate that you feel the supervising principal should act in an advisory capacity to the board. The choice of code letter "d" would indicate that you feel this task is not considered to be the responsibility of the supervising principal.

### THE ROLE OF THE SUPERVISING PRINCIPAL

Please refer to the front page of the questionnaire and circle the code letter which you think best applies for each item.

#### INSTRUCTIONAL LEADERSHIP

- |   |   |   |   |   |
|---|---|---|---|---|
| 1. Improving instruction through visiting classrooms and conferring with teachers.                              | a | b | c | d |
| 2. Organizing teacher study groups, projects, conferences, etc., aimed at improving the quality of instruction. | a | b | c | d |
| 3. Evaluating the work of teachers and reporting regularly to the board.  | a | b | c | d |
| 4. Encouraging teachers to improve their qualifications by attending summer school, taking night classes, etc.  | a | b | c | d |
| 5. Planning the programme of instruction to be offered by the schools, especially at the high school level.     | a | b | c | d |



SELECTION AND MANAGEMENT OF STAFF PERSONNEL

- |   |   |   |   |   |
|---|---|---|---|---|
| 1. Selecting and placing teachers.  | a | b | c | d |
| 2. Selecting and placing vice-principals.   | a | b | c | d |
| 3. Selecting and directing the work of suitable professional assistants (guidance counselors, reading consultants, etc.). | a | b | c | d |
| 4. Employing non-professional staff (bus drivers, caretakers, repairmen, stenographers, etc.).                            | a | b | c | d |
| 5. Keeping personnel records of teaching and non-teaching staff (qualifications, experience, special abilities).          | a | b | c | d |
| 6. Promoting the general welfare of the staff (working conditions, teaching load, etc.).                                  | a | b | c | d |

PUPIL PERSONNEL

- |   |   |   |   |   |
|---|---|---|---|---|
| 1. Planning and organizing for feeder school pupils (admission procedures, testing, parent interviews, etc.). | a | b | c | d |
| 2. Developing procedures for estimating how well pupils are doing in school.                                  | a | b | c | d |
| 3. Organizing pupil transportation services.  | a | b | c | d |
| 4. Planning for provision of adequate recreational facilities.  | a | b | c | d |
| 5. Providing students with information about future job and educational opportunities.                        | a | b | c | d |
| 6. Keeping pupil personnel records (census, promotion results, special problems).                             | a | b | c | d |
| 7. Providing for the safety of pupils.  | a | b | c | d |
| 8. Dealing with cases of suspension, expulsion, irregular attendance and other special problems.              | a | b | c | d |





PROVISION AND MAINTENANCE OF SCHOOL FACILITIES

- |   |   |   |   |   |
|---|---|---|---|---|
| 1. Estimating the building needs of the school system.  | a | b | c | d |
| 2. Selecting suitable school sites.   | a | b | c | d |
| 3. Making certain in preliminary planning that there is adequate provision for educational needs.                           | a | b | c | d |
| 4. Developing an efficient programme of plant operation.  | a | b | c | d |
| 5. Developing an efficient programme of plant maintenance.  | a | b | c | d |
| 6. Providing the board with information for the formulation of policy governing the use of school facilities by the public. | a | b | c | d |
| 7. Handling the requests of teachers for materials and equipment.   | a | b | c | d |

SCHOOL FINANCE

- |   |   |   |   |   |
|---|---|---|---|---|
| 1. Budgeting for school operations.                                     | a | b | c | d |
| 2. Preparing specifications for the purchase of supplies and equipment. | a | b | c | d |

ADMINISTRATIVE ORGANIZATION AND STRUCTURE

- |   |   |   |   |   |
|---|---|---|---|---|
| 1. Developing long-range plans for the orderly growth and improvement of the school system.           | a | b | c | d |
| 2. Planning and organizing school system centralizations.   | a | b | c | d |
| 3. Planning the administrative organization within the school system.                                 | a | b | c | d |
| 4. Organizing of local groups or committees for participation in educational planning and activities. | a | b | c | d |

PUBLIC RELATIONS

- |  |   |   |   |   |
|--|---|---|---|---|
| 1. Explaining to the public what we are trying to do in the schools. | a | b | c | d |
| 2. Interpreting school board policy to the public.                   | a | b | c | d |



3. Interpreting provincial acts and regulations to the board and public (grant regulations, etc.).      a      b      c      d
4. Giving active support to worthy community efforts.      a      b      c      d
5. Maintaining good relations with the local press.      a      b      c      d

### RELATIVE IMPORTANCE OF THE ADMINISTRATIVE FUNCTIONS

The seven broad areas of administration which you have dealt with in the above questionnaire are again listed below. Please rank these from 1 to 7 in the order in which you consider them to be important as administrative functions of the supervising principal. Place the number "1" by the work you consider most important, "2" by the next important, and so forth.

<u>ADMINISTRATIVE FUNCTION</u>	<u>RANK</u>
a, Instructional Leadership. . . . .	_____
b. Selection and Management of Staff . . . . .	_____
c. Management of Pupil Personnel . . . . .	_____
d. Provision and Maintenance of School Facilities . .	_____
e. School Finance . . . . .	_____
f. Administrative Organization and Structure . . . . .	_____
g. Public Relations . . . . .	_____

In order to form definite conclusions from this survey, I need some information about the person who answered the questionnaire. Please CIRCLE the letter of the answer that applies to you.

1. MY POSITION ON THE SCHOOL BOARD IS THAT OF
  - a. Chairman
  - b. Member
2. I CAN CLASS MY OCCUPATION AS
  - a. Professional, technical and kindred worker
  - b. Manager, official or proprietor
  - c. Farmer
  - d. Clerical worker



- e. Housewife
- f. Craftsman, foreman and kindred worker
- g. Service worker
- h. Sales worker
- i. Laborer
- j. Retired
- k. Other (specify) \_\_\_\_\_

3. I BECAME A BOARD MEMBER BY

- a. Election to the Municipal Council
- b. Appointment by the Lieutenant-Governor in Council

4. PLEASE INDICATE IN THE SPACE PROVIDED THE NUMBER OF YEARS YOU HAVE SERVED ON THIS SCHOOL BOARD

\_\_\_\_\_

In order to form definite conclusions from this survey, I need some information about the person who answered the questionnaire. Please CIRCLE the letter of the answer that applies to you.

1. THE CERTIFICATE WHICH I PRESENTLY HOLD IS A

- a. P. C. I A
- b. P. C. I
- c. P. C. II
- d. P. C. III
- e. T. L.
- f. Other (specify) \_\_\_\_\_

2. I HAVE BEEN A SUPERVISING PRINCIPAL FOR

- a. 1 year
- b. 2 years
- c. 3 years
- d. 4 years
- e. 5 years
- f. 6 - 8 years
- g. 9 - 11 years
- h. over 11 years





APPENDIX B  
COPY OF LETTER

8912 - 133 Avenue,  
Edmonton, Alberta,  
December 16, 1965.

Dr. H. P. Moffatt,  
Deputy Minister of Education,  
Department of Education,  
Halifax, Nova Scotia.

Dear Dr. Moffatt:

I am a Nova Scotian presently attending the University of Alberta and working towards a Master's degree in Educational Administration. Under the direction of Dr. H. T. Sparby, my advisor, I am preparing a thesis entitled "An Analysis of the Expectations of School Board Members for the Role of Supervising Principal in Nova Scotia."

In order to obtain the data required for the study, it will be necessary for me to forward a questionnaire to each Municipal school board member in Nova Scotia.

May I have your permission to request the Divisional Inspectors to supply me with the names and addresses of the Municipal school board members in their county or district.

Yours truly,

Charles C. Uhlman  
(Signed)



APPENDIX C

COPY OF LETTER

DEPUTY MINISTER OF EDUCATION

Province of Nova Scotia

Halifax, Nova Scotia,  
December 24, 1965.

Mr. Charles C. Uhlman,  
8912 - 133 Avenue,  
Edmonton, Alberta.

Dear Mr. Uhlman:

In reply to your letter of December 16th, I should like to say that it will be in order for you to write to the Divisional Inspectors to obtain the names of the members of various Municipal School Boards.

For your convenience I attach a list of the Inspectors with their addresses.

Yours very truly,

H. P. Moffatt

HPM:ds  
Attached.



## APPENDIX D

## LETTER ACCOMPANYING THE QUESTIONNAIRE TO BOARD MEMBERS

8912 - 133 Avenue,  
Edmonton, Alberta,  
February 22, 1966.

Dear Sir or Madam:

Through the courtesy of Dr. Moffatt, Deputy Minister of Education, and the cooperation of the Divisional Inspectors of Schools, I have been given the name and address of every school board member in Nova Scotia.

I am a Nova Scotian presently attending the University of Alberta and working towards a Master's Degree in Educational Administration. Under the direction of Dr. H. T. Sparby, my advisor, I am preparing a thesis entitled "An Analysis of the Expectations of School Board Members for the Role of the Supervising Principal in Nova Scotia."

The information to be analysed is to be obtained from the responses by board members to the questions contained in the accompanying questionnaire. These replies are deemed confidential and under no circumstances will they be made available to anyone.

It is my sincere hope to receive 100% support from the board members in this undertaking. If for some reason your reply is not received, I will write a follow-up letter and for that reason only will the questionnaires be numbered. Only through the cooperation of every board member will it be possible to obtain meaningful results, which will represent the thinking of school board members in Nova Scotia.

May I emphasize this study is designed to learn WHAT YOU THINK A SUPERVISING PRINCIPAL SHOULD DO IN THE ADMINISTRATIVE AREAS LISTED IN THE QUESTIONNAIRE. The questionnaire is NOT concerned with what the supervising principal may or may not be doing in these areas at the present time.

Even though your term as school board member may have recently expired, please complete the enclosed questionnaire.

I thank you for giving serious thought to the enclosed questionnaire and mailing it to me at your earliest convenience in the enclosed stamped, self-addressed envelope. A summary of the findings of this study will be forwarded to each board chairman upon completion of the analysis.

Yours truly,

Charles C. Uhlman  
(Signed)





## APPENDIX E

## FOLLOW-UP LETTER TO BOARD MEMBERS

8912 - 133 Avenue,  
Edmonton, Alberta,  
March 21, 1966.

Dear Sir or Madam:

Some time ago a questionnaire entitled "An Analysis of the Expectations of School Board Members for the Role of the Supervising Principal in Nova Scotia" was sent to you, along with a self-addressed, stamped envelope. At the present time I have received only about 35 per cent of the replies from school board members. This is very disappointing as I had anticipated a much better response.

I appreciate the fact that you, as a school board member, are very busy. However, I trust that you will be able to complete the questionnaire and return it at your earliest convenience.

The information received from you will become part of a thesis to be submitted to the University of Alberta in partial fulfilment of the requirements for a Master's degree in Educational Administration.

Your time and thought will be a personal and direct contribution to a research study in education. Without the cooperation of people involved in the educational field, educational research, which can make a valuable contribution to practice, cannot be carried out with any degree of success.

If by chance you have mislaid the questionnaire, or did not receive a questionnaire, I will be pleased to mail one to you upon being advised of your need.

Thank you for giving this matter your most generous consideration.

Yours truly,

Charles C. Uhlman  
(Signed)



## APPENDIX F

## LETTER ACCOMPANYING PRINCIPAL'S QUESTIONNAIRE

8912 - 133 Avenue,  
Edmonton, Alberta,  
February 28th, 1966.

Dear Sir or Madam:

I am a Nova Scotian presently working towards a Master's degree in Educational Administration at the University of Alberta. Under the direction of Dr. H. T. Sparby, my advisor, I am preparing a thesis entitled "An Analysis of the Expectations of School Board Mmembers for the Role of the Supervising Principal in Nova Scotia."

The enclosed questionnaire is a copy of one which has been sent to each municipal school board member in the province. They have been asked to indicate their expectations for the supervising principal in 37 tasks in each of the seven administrative areas of the questionnaire.

In order to make the study more meaningful, I would like to compare the responses of school board members with those of the supervising principals. It will then be possible to determine in which of the tasks the expectations of the two are congruent and in which tasks they are incongruent.

May I ask your cooperation in this study by completing the enclosed questionnaire and returning it to me at your earliest convenience in the enclosed, self-addressed, stamped envelope.

Please indicate your expectations for the role of the supervising principal in each of the 37 tasks listed in the questionnaire.

Thank you for your consideration in this matter.

Yours truly,

Charles C. Uhlman  
(Signed)



## APPENDIX G

TABLE LIX

ADMINISTRATIVE AREAS RANKED IN ORDER OF IMPORTANCE  
BY TOTAL RESPONDENTS

Administrative Areas <sup>a</sup>	Frequencies of Ranks <sup>b</sup>							N	Mdn <sup>c</sup>	R <sup>d</sup>
	1	2	3	4	5	6	7			
I	53	27	13	7	3	0	2	105	1.49	1
II	38	33	23	11	0	0	0	105	1.94	2
III	8	29	38	19	11	0	0	105	2.91	3
IV	1	2	6	17	30	36	13	105	5.35	5.5
V	1	4	0	4	5	26	65	105	6.69	7
VI	5	8	13	25	27	24	3	105	4.56	4
VII	0	2	11	22	29	19	22	105	5.10	5.5

<sup>a</sup>Administrative Areas:

- I Instructional Leadership
- II Selection and Management of Staff Personnel
- III Management of Pupil Personnel
- IV Provision and Maintenance of School Facilities
- V School Finance
- VI Administrative Organization and Structure
- VII Public Relations.

<sup>b</sup>The lower the number, the greater the importance of the administrative area.

<sup>c</sup>Median ranks for the administrative areas.

<sup>d</sup>Ranks of the administrative areas following application of the Wilcoxon matched-pairs signed-ranks test.





TABLE LX  
ADMINISTRATIVE AREAS RANKED IN ORDER OF IMPORTANCE  
BY SUPERVISING PRINCIPALS

Administrative Areas <sup>a</sup>	Frequencies of Ranks <sup>b</sup>							N	Mdn <sup>c</sup>	R <sup>d</sup>
	1	2	3	4	5	6	7			
I	22	12	3	4	1	0	0	40	1.43	1
II	11	17	11	1	0	0	0	40	2.06	2
III	3	8	12	12	4	1	0	40	3.29	3
IV	1	0	4	6	9	12	8	40	5.13	6
V	0	0	1	1	4	13	21	40	6.57	7
VI	5	4	8	8	7	5	3	40	3.94	4.5
VII	0	0	2	7	15	8	8	40	4.26	4.5

<sup>a</sup>Administrative Areas

- I Instructional Leadership
- II Selection and Management of Staff Personnel
- III Management of Pupil Personnel
- IV Provision and Maintenance of School Facilities
- V School Finance
- VI Administrative Organization and Structure
- VII Public Relations

<sup>b</sup>The lower the number, the greater the importance of the administrative area.

<sup>c</sup>Median ranks for the administrative areas.

<sup>d</sup>Ranks of the administrative areas following application of the Wilcoxon matched-pairs signed-ranks test.



TABLE LXI  
ADMINISTRATIVE AREAS RANKED IN ORDER OF IMPORTANCE  
BY BOARD CHAIRMEN

Administrative Areas <sup>a</sup>	Frequencies of Ranks <sup>b</sup>							N	Mdn <sup>c</sup>	R <sup>d</sup>
	1	2	3	4	5	6	7			
I	11	7	2	1	1	0	0	22	1.57	1.5
II	9	7	5	1	0	0	0	22	1.86	1.5
III	2	3	12	3	1	1	0	22	3.04	3
IV	0	1	0	1	8	10	2	22	5.65	6
V	0	0	0	1	1	2	18	22	6.92	7
VI	0	4	1	10	2	5	0	22	4.15	4
VII	0	0	1	5	9	4	3	22	5.11	5

<sup>a</sup>Administrative Areas

- I Instructional Leadership
- II Selection and Management of Staff Personnel
- III Management of Pupil Personnel
- IV Provision and Maintenance of School Facilities
- V School Finance
- VI Administrative Organization and Structure
- VII Public Relations

<sup>b</sup>The lower the number, the greater the importance of the administrative area.

<sup>c</sup>Median ranks for the administrative areas.

<sup>d</sup>Ranks of the administrative areas following application of the Wilcoxon matched-pairs signed-ranks test.



TABLE LXII  
ADMINISTRATIVE AREAS RANKED IN ORDER OF IMPORTANCE  
BY BOARD MEMBERS

Administrative Areas <sup>a</sup>	Frequencies of Ranks <sup>b</sup>							N	Mdn <sup>c</sup>	R <sup>d</sup>
	1	2	3	4	5	6	7			
I	42	20	11	6	2	0	2	83	1.49	1
II	28	28	18	9	0	0	0	83	1.98	2
III	5	25	26	19	8	0	0	83	2.94	3
IV	1	1	6	15	23	25	12	83	5.31	5.5
V	1	3	0	3	4	25	47	83	6.62	7
VI	5	5	12	15	26	17	3	83	4.66	4
VII	0	2	10	17	20	15	19	83	5.13	5.5

<sup>a</sup>Administrative Areas

- I Instructional Leadership
- II Selection and Management of Staff Personnel
- III Management of Pupil Personnel
- IV Provision and Maintenance of School Facilities
- V School Finance
- VI Administrative Organization and Structure
- VII Public Relations

<sup>b</sup>The lower the number, the greater the importance of the administrative area.

<sup>c</sup>Median ranks for the administrative areas.

<sup>d</sup>Ranks of the administrative areas following application of the Wilcoxon matched-pairs signed-ranks test.





TABLE LXIII  
ADMINISTRATIVE AREAS RANKED IN ORDER OF IMPORTANCE  
BY ELECTED MEMBERS

Administrative Areas <sup>a</sup>	Frequencies of Ranks <sup>b</sup>							N	Mdn <sup>c</sup>	R <sup>d</sup>
	1	2	3	4	5	6	7			
I	36	13	4	4	1	0	0	58	1.32	1
II	14	23	16	5	0	0	0	58	2.17	2
III	4	14	21	13	6	0	0	58	3.05	3
IV	0	1	2	10	18	18	9	58	5.31	5.5
V	1	1	0	2	3	16	35	58	6.68	7
VI	3	6	8	15	10	15	1	58	4.33	4
VII	0	0	7	9	20	9	13	58	5.13	5.5

<sup>a</sup>Administrative Areas

- I Instructional Leadership
- II Selection and Management of Staff Personnel
- III Management of Pupil Personnel
- IV Provision and Maintenance of School Facilities
- V School Finance
- VI Administrative Organization and Structure
- VII Public Relations

<sup>b</sup>The lower the number, the greater the importance of the administrative area.

<sup>c</sup>Median ranks for the administrative areas.

<sup>d</sup>Ranks of the administrative areas following application of the Wilcoxon matched-pairs signed-ranks test.



TABLE XLIV  
ADMINISTRATIVE AREAS RANKED IN ORDER OF IMPORTANCE  
BY APPOINTED MEMBERS

Administrative Areas <sup>a</sup>	Frequencies of Ranks <sup>b</sup>							N	Mdn <sup>c</sup>	R <sup>d</sup>
	1	2	3	4	5	6	7			
I	18	14	8	3	2	2	0	47	1.89	1.5
II	23	12	6	6	0	0	0	47	1.54	1.5
III	4	14	18	5	6	0	0	47	2.81	3
IV	1	1	4	6	12	18	5	47	5.46	6
V	0	2	0	2	2	10	31	47	6.74	7
VI	2	3	5	11	17	7	2	47	4.86	4.5
VII	0	2	5	13	8	10	9	47	4.94	4.5

<sup>a</sup>Administrative Areas

- I Instructional Leadership
- II Selection and Management of Staff Personnel
- III Management of Pupil Personnel
- IV Provision and Maintenance of School Facilities
- V School Finance
- VI Administrative Organization and Structure
- VII Public Relations

<sup>b</sup>The lower the number, the greater the importance of the administrative area.

<sup>c</sup>Median ranks for the administrative areas.

<sup>d</sup>Ranks of the administrative areas following application of the Wilcoxon matched-pairs signed-ranks test.



TABLE LXV  
ADMINISTRATIVE AREAS RANKED IN ORDER OF IMPORTANCE  
BY EXPERIENCED MEMBERS

Administrative Areas <sup>a</sup>	Frequencies of Ranks <sup>b</sup>							N	Mdn <sup>c</sup>	R <sup>d</sup>
	1	2	3	4	5	6	7			
I	31	12	6	3	1	0	1	54	1.29	1
II	16	19	12	7	0	0	0	54	2.11	2
III	4	14	20	11	5	0	0	54	2.98	3
IV	0	1	4	8	16	19	6	54	5.46	6
V	1	3	0	2	1	10	37	54	6.78	7
VI	2	4	8	11	15	14	0	54	4.60	4.5
VII	0	1	5	11	16	11	10	54	4.53	4.5

<sup>a</sup>Administrative Areas

- I Instructional Leadership
- II Selection and Management of Staff Personnel
- III Management of Pupil Personnel
- IV Provision and Maintenance of School Facilities
- V School Finance
- VI Administrative Organization and Structure
- VII Public Relations

<sup>b</sup>The lower the number, the greater the importance of the administrative area.

<sup>c</sup>Median ranks for the administrative areas.

<sup>d</sup>Ranks of the administrative areas following application of the Wilcoxon matched-pairs signed-ranks test.





TABLE LXVI

ADMINISTRATIVE AREAS RANKED IN ORDER OF IMPORTANCE  
BY INEXPERIENCED MEMBERS

Administrative Areas <sup>a</sup>	Frequencies of Ranks <sup>b</sup>							N	Mdn <sup>c</sup>	R <sup>d</sup>
	1	2	3	4	5	6	7			
I	22	15	8	3	2	0	1	51	1.73	1.5
II	21	17	10	3	0	0	0	51	1.76	1.5
III	5	14	19	8	5	0	0	51	2.84	3
IV	1	1	2	10	14	16	7	51	5.32	5.5
V	0	0	0	2	4	16	29	51	6.62	7
VI	3	4	6	14	12	10	2	51	4.39	4
VII	0	1	6	10	15	8	11	51	5.07	5.5

<sup>a</sup>Administrative Areas

- I Instructional Leadership
- II Selection and Management of Staff Personnel
- III Management of Pupil Personnel
- IV Provision and Maintenance of School Facilities
- V School Finance
- VI Administrative Organization and Structure
- VII Public Relations

<sup>b</sup>The lower the number, the greater the importance of the administrative area.

<sup>c</sup>Median ranks for the administrative areas.

<sup>d</sup>Ranks of the administrative areas following application of the Wilcoxon matched-pairs signed-ranks test.



TABLE LXVII

ADMINISTRATIVE AREAS RANKED IN ORDER OF IMPORTANCE  
BY PROFESSIONAL-MANAGERIAL CATEGORY

Administrative Areas <sup>a</sup>	Frequencies of Ranks <sup>b</sup>							N	Mdn <sup>c</sup>	R <sup>d</sup>
	1	2	3	4	5	6	7			
I	24	18	7	3	1	0	0	53	1.64	1.5
II	22	19	8	4	0	0	0	53	1.74	1.5
III	3	12	23	9	5	1	0	53	3.00	3
IV	1	0	1	8	18	16	9	53	5.42	5.5
V	0	0	0	2	3	15	33	53	6.70	7
VI	3	4	6	18	8	11	3	53	4.25	4
VII	0	0	6	8	19	11	9	53	5.16	5.5

<sup>a</sup>Administrative Areas

- I Instructional Leadership
- II Selection and Management of Staff Personnel
- III Management of Pupil Personnel
- IV Provision and Maintenance of School Facilities
- V School Finance
- VI Administrative Organization and Structure
- VII Public Relations

<sup>b</sup>The lower the number, the greater the importance of the administrative area.

<sup>c</sup>Median ranks for the administrative areas.

<sup>d</sup>Ranks of the administrative areas following application of the Wilcoxon matched-pairs signed-ranks test.



TABLE LXVIII  
ADMINISTRATIVE AREAS RANKED IN ORDER OF IMPORTANCE  
BY ALL-OTHERS CATEGORY

Administrative Areas <sup>a</sup>	Frequencies of Ranks <sup>b</sup>							N	Mdn <sup>c</sup>	R <sup>d</sup>
	1	2	3	4	5	6	7			
I	29	10	5	4	2	0	2	52	1.41	1
II	15	15	15	7	0	0	0	52	2.27	2
III	5	17	15	10	5	0	0	52	2.80	3
IV	0	2	5	6	14	20	5	52	5.46	6
V	1	3	0	2	2	12	32	52	6.70	7
VI	2	5	7	6	20	11	1	52	4.83	4.5
VII	0	2	5	14	10	9	12	52	5.05	4.5

<sup>a</sup>Administrative Areas

- I Instructional Leadership
- II Selection and Management of Staff Personnel
- III Management of Pupil Personnel
- IV Provision and Maintenance of School Facilities
- V School Finance
- VI Administrative Organization and Structure
- VII Public Relations

<sup>b</sup>The lower the number, the greater the importance of the administrative area.

<sup>c</sup>Median ranks for the administrative areas.

<sup>d</sup>Ranks of the administrative areas following application of the Wilcoxon matched-pairs signed-ranks test.

















**B29858**